

THE
Mirror

1931

"Bill" Knights

Howard Slack

"Herb" Allen Winter

Little Tom

Johnny Bannister Jr.

A. Kleinsmith

Ed. Mudd

Jack James

W. M. Mudd

My

"Joe" Mudd

B. B. Baker

Judy Baker

"Dick" Hubbard

Wiley

M. Baker

"Eva" Slack

Eddie Baker

George

Shout "Syde"

"Luen"

Johnnie

Peggy "manuske"

Judd Baker

Eddie Baker

Frank Sanders

Donald Allport

"Hal" Stacey

"Boots"

See Wee

"John" Shumme (cantor)

Boy (circled)

"Lark"

"Kenny" Allen

Physic Water

"Ed" Wall of course

C. D. Clark

E. Bernice Giffie

Myrtle B. Samsen

M.C. Lenahan
Emma M. Goodman
Biology

L. Hinchley

Olga
Marion Hicks
Mildred Guthrie
Living L. Needham

M. Genevieve Smith

Frank Dutchess

"THE MIRROR" of 1931



Published by the students
of
MEDINA HIGH SCHOOL
Medina, New York

Volume I

Edition I

Thou shalt not destroy the trees thereof.

Deuteronomy 20:19

Trees

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the sweet earth's flowing breast;

A tree that looks at God all day,
And lifts its leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

- *Joyce Kilmer*

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“God’s finger touched him and he slept.”

“In memoriam”—Tennyson



RUNDEL S. LASHER, M. H. S. 1931
whose death occurred December 22, 1930



The Board

“The happy hearts that meet today,
In a loving band are drawn more near
By the loving end that crowns the work,
Planting trees for a future year.”



THE BOARD OF EDUCATION



Our Faculty

“No tree in all the grove but hath its charms,
Though each its hue peculiar.”



FACULTY



M. H. S. FACULTY OF 1930-1931



Knepper, R. Matson, Ames, Levis, Rutherford, Needham, Mattoon, Martin, V. Peterson, Gray,
W. Matson, Peterson, Hicks, Hinkle, Mr. Brown, Boardman, Ferguson, Berryman, Newnham
Hall, DeLand, Smith, Griffin, Rugg, E. Peterson
Absent: Baldwin, Cooper, Gorman, Lenahan, H. M. Pray, H. S. Pray, Sannuci

Classified Arbora

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Eastman School of Music.

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New York State Teachers' College, B. S.



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HELEN PRAY

Commercial Subjects

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English

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Character Building

Character is higher than intellect. A great soul will be strong to live as well as to think. —Emerson

THE purpose of education is to fill the world with better citizens—men and women who have made it so because they have lived. If the public school is to be a vital factor in carrying out such a program, special emphasis must be bent toward Character Education. The aim of such a program then is citizenship and a final goal is character.

Knowledge and education are not synonymous. Knowledge alone does not necessarily produce a leader. It alone can not scale peaks, burrow under rivers or weave the thread of human destiny. Practice and knowledge must go hand in hand.

An analysis of citizenship is requisite for character building. A



person must be well informed, courteous, dependable, truthful, loyal, and above all industrious. He must have a sense of economic value, be a good sport, procure joy in rendering service to others. Man is admired for brains but more so for the trust in him.

Dr. Farrand of Cornell University gives the function of an academic university, which is apropos for the secondary school as well, "But the important duty of such an institution and by far its most difficult task is the creation of an atmosphere that will encourage and inculcate, not the learning of facts—that is relatively simple—but ideals and convictions and a realization of the responsibilities of American citizenship."

To this end we strive, for:

Music is a universal language, not limited to tongue or race. It is simply a form of creative impulse for beauty, and grows out of the life of its time. It cannot be studied successfully by the beginner apart from its social background. People and music, therefore, outline the history of the art of music and reveal the condition out of which arose the distinctive music of each age and country.

History gives a vantage point to open a broader view which places events and people in right relations. It aids in judging the past as well as enlarging the future. Government is by its very nature a constantly changing institution; it is essential that students have a picture of their government as it functions today. Current events merely result from past history.

Art opens the door of appreciation and all visual life opens before us. It gives vent to the creative impulse and gives a proper prospective on life.

Literature is a nation's supreme achievement and by it expresses its greatness. Although the young are wont to say, "I am not interested in literature," they are interested in life. But this is life; and this reflected picture gives one a conscience of human understanding through eons of time to a better realization of life itself.

Through science one gains a scientific comprehension; a scientific attitude of constructive criticism that makes him more tolerant in human relationships.

Combinations and mystic permutations pucker the brow of many a serious-minded follower of the cult of numbers. He ascends to halo heights in pursuit of circles and descends to practical walks of modern business to the end that he may understand man.

Again I refer to Emerson who so nobly says, "We pass for what we are. Men imagine that they communicate their virtues or vices only by overt actions, and do not see that virtue or vice emits a breath every moment."

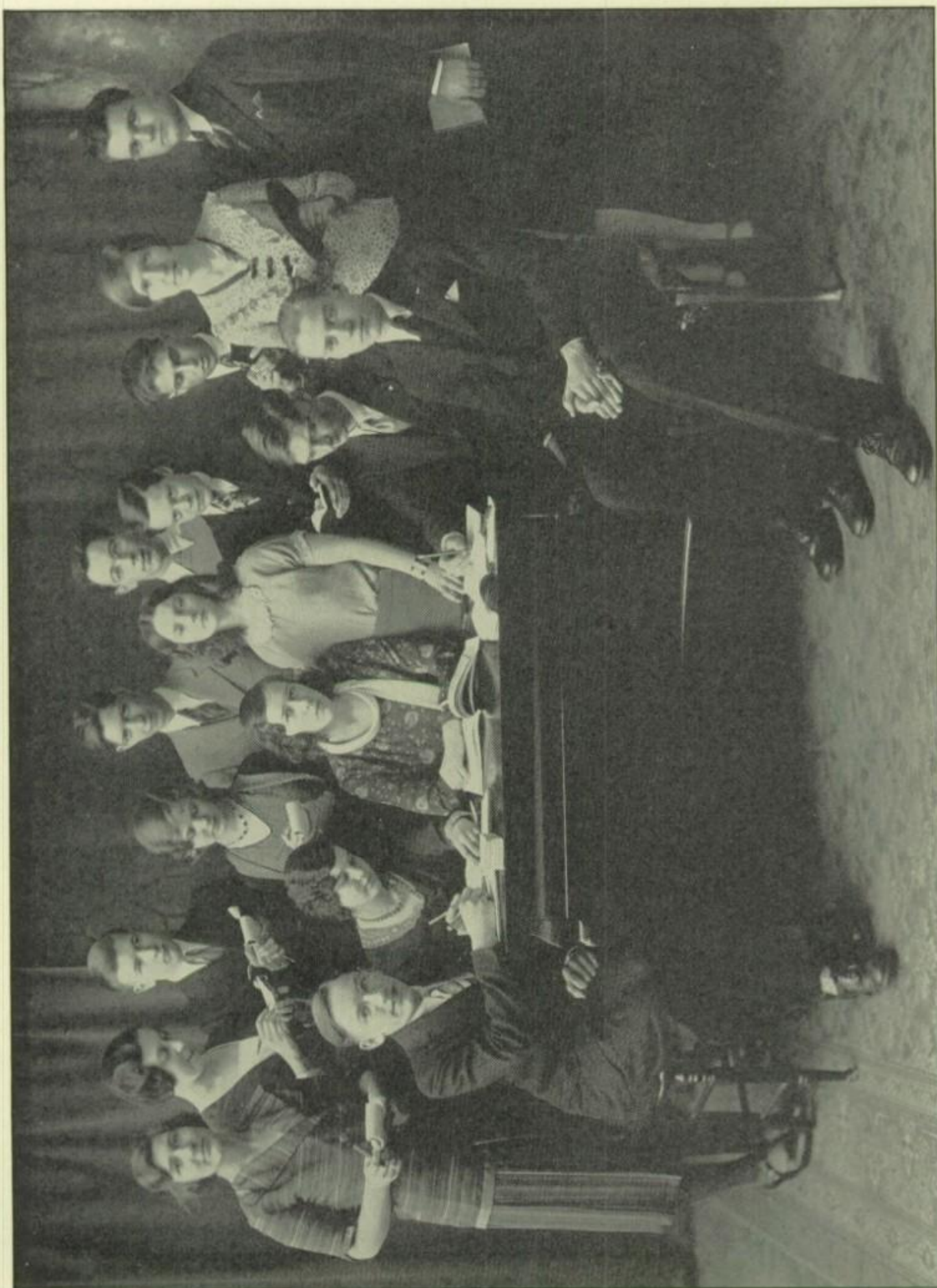
—John A. Martin



THE MIRROR



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Labigan, Associate Editor Kerr, Editor Garrett, Business Mgr. Hamann, Mallison

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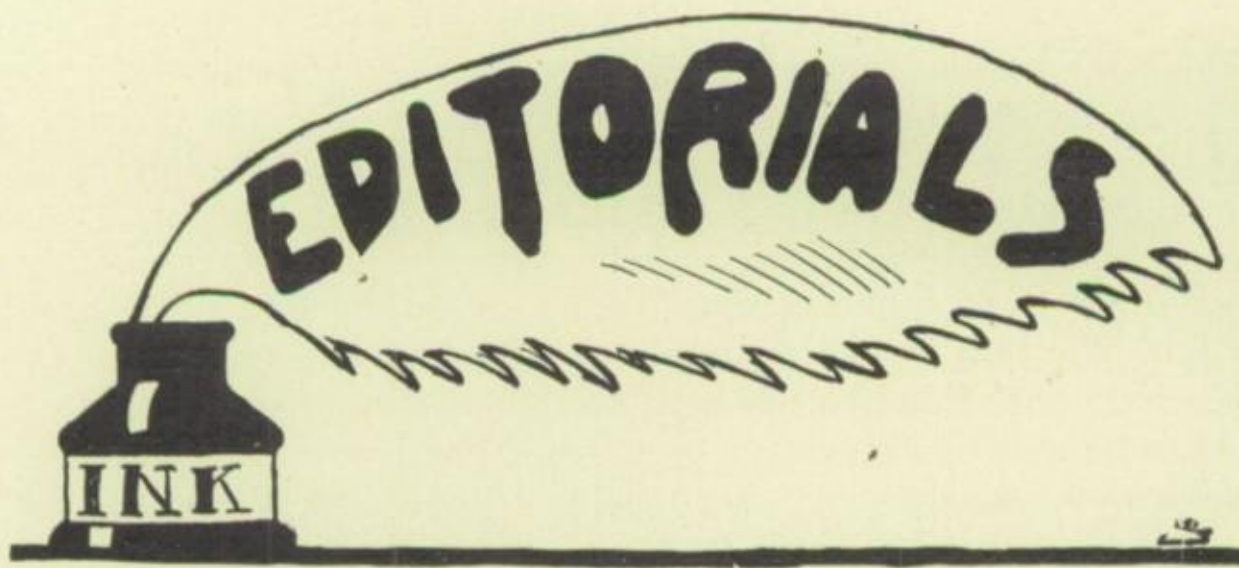
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Editorials

“Is it as plainly in our writing shown
By slant and twist which way the wind hath blown?”





The Climbers



YES, you *are* tree-climbers! Some of you will undoubtedly say that you have never climbed a tree. Perhaps this is true—literally—but figuratively, you are all climbing the tree of life, seeking success in the top-most branches. Some reach the top; some get weak and discouraged halfway; still others wait until they are too feeble before they start to climb.

In Medina High School, however, there are hundreds of opportunities to climb, and many of you have taken advantage of them. In the years ahead when perhaps you, too, are as gnarled and bent as the tree you have climbed, look back upon these pages, and review the limbs *you* used in your journey up the tree of life. Some perhaps *were* frail, but you will never forget what strong and helpful branches Miss Ferguson, our adviser, and Mr. Brown, our Superintendent of Schools, proved to be.

—The Editor

The Mastery of English



EVERY person who achieves success as an artist must, first of all, become master of his instruments. In order to do with them exactly as he wishes, he must acquire great skill in their use. In the same manner every user of the English language who achieves success as a speaker or writer must become the master of his language, the instrument of communication. Like an artist he must acquire such skill in its use that he can say exactly what he wishes accurately.

We must not allow ourselves to become disheartened and give up all efforts to master our language because of our present inability to write or speak well. Every cloud has a silver lining and through persistent, well-directed effort we shall find this silver lining; but, on the other hand, if we give up hope we shall condemn ourselves to a life of commonplaceness and inefficiency. Mastery of English does not come by sitting and envying successful speakers, but by much effort on the part of the individual.

We have many valuable aids in our attempt to gain greater skill in expression. Ready teachers and good textbooks will furnish us guidance. Another method of stimulation and inspiration is association with the best speakers. We shall add to our general information as well as our knowledge of the correct methods of speaking and writing by wide reading and extensive listening to good speakers. Through frequent writing of compositions we shall gain practice in clear thinking and in the accurate expression of our thoughts.

It is hardly necessary after reading Sir Francis Bacon's opinion of the mastery of English to emphasize its importance.

"Reading maketh a full man, conference a ready man, and writing an exact man."

—Dorothy Gottovi



Our Characteristics

OUR school characteristics are the ones that remain with us for the rest of our lives. One of the first and best characteristics is dependability. In school we are given assignments and told to prepare our lessons. We have to be dependable in order to prepare our lessons properly. We have to be dependent upon ourselves to carry out all of the requirements of the lesson without the aid of a fellow-pupil. A teacher cannot teach a student properly if he is not dependable. If the student is told to stay after school or complete an assignment, dependability is required. If this trait is not developed in school it will probably never be developed, and the person who lacks it is always a misfit in life.

Responsibility seems to be fully as essential as dependability. Every student must have a sense of responsibility. Lessons cannot be worked out if a student lacks the responsibility required to do the lesson. Allowing assignments to slip shows a lack of a sense of responsibility. A student must be responsible enough to prepare lessons thoroughly and promptly.

Responsibility is required not only in working out lessons, but is equally important in the holding of offices. Students must be able to be responsible for the organization or class of which they are officers. Responsibility is required not only in school, but it is also necessary to the student after leaving school. If he hasn't developed the trait in school, he is apt to be looking for a job continually after he is earning his own living. In order to hold positions worth while one must be well versed in the art of responsibility.

Honesty is also necessary to the student. Cheating is often tried by pupils in school, but if they realize the danger of it, they seldom practice it. Others continue cheating until they fail a few times and then wake up. They learn usually that honesty is required in school work and that dishonesty is harmful. When dishonesty is once developed, it stays with a student for the rest of his lifetime.

Last, but not least, comes one's personality. It is as essential as any of the other characteristics. Being congenial and friendly seems to aid in school life. If one is always "grouchy" or unfriendly he has few friends. One of the finest traits of character is the trying to make friends instead of enemies. Students in high schools have always found that a pleasing personality is essential to success in any line.

—Kenneth Kleinsmith



Book Week

BOOK week! Did it create excitement and interest in Medina High School? Just ask one of the students. For an entire week in the greater number of the high schools in the United States, everyone's attention was called to books. Big books, little books; old books, new books pervaded the atmosphere. It was the aim of this enterprise to make everyone better acquainted with book friends with whom he may have had only a "speaking" acquaintance.

In our own school several novel ideas were carried out that made Book Week one to be remembered. The first of these was a book fair held in the first floor corridor. Here it was possible to order books one would like to have. The second plan was an assembly whose theme was books. To portray this idea a playlet was given in which scenes from many of our old favorites played a prominent part. Among these old acquaintances were: "The Birds' Christmas Carol," "The Prince and the Pauper," "Tom Sawyer," "Little Women," and "A Maid of 96." A contest was also held to test one's actual knowledge of books. The winners were each presented with a book.

At the end of that memorable week everyone acknowledged the fact that

"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends; come, let us read."

—Lillian Boyle

"School News"

DURING the past two years it has been customary to publish a school paper known as the "School News." Summaries of the various school activities and humorous incidents make up the content of this paper.

The "School News" is published in the high school print shops, the expense of its production being met by a compensation of two cents a paper. It was the intention of the founder to have it a monthly edition. Although it has not been published monthly, the value derived from the "News" has not been destroyed.

This paper is not noteworthy because of its educational value and knowledge displayed, but rather for the experience gained by the students compiling it. It affords excellent training for the numerous apprentices in the print shops and for the editor and associates connected with the paper. Furthermore, the "School News" creates co-operative school spirit and tends to unify the student body.

—Frederick Alderson

The Value of the New York Trip

 HE trip to New York City during Easter vacation proved of great value to the Boys' Club of M. H. S.

The boys were the guests of the Brooklyn Y. M. C. A., where they were able to observe first hand work of that fine organization. A thorough inspection of the "Y" building was one of the first things on the program.

A fascinating trip to the busiest harbor of the world also figured in the adventure. There, all were filled with awe when they saw some of the world's largest vessels. A clear idea of the immense amount of international commerce that centers about this mighty metropolis was given to the youthful observers.

Various excursions about the city gave the boys an opportunity to view many of New York's points of interest. The *nearly completed* Empire Building, the tallest in the world, showed them how skyscrapers are really constructed. The efficiency of the traffic system was clearly shown on these excursions.

Two great engineering feats were also viewed; the newly constructed Hudson River bridge and the Hudson tunnel. The novel features of these two structures were closely inspected.

Altogether, the Boys' Club derived much benefit from the trip. Business, buildings, commerce, traffic regulations, and many other things of which only New York can boast, filled every moment, and the boys returned so enthusiastic that their one topic of conversation was "the trip to New York."

School Spirit

 HAT is school spirit? We hear it spoken of every day in our school life, and yet, there are those of us who go through the motions of a cheer leader with only a hazy idea of the true gold that lies beneath this surface veneer of true school spirit.

But to some of us this means a great deal more. It means loyalty to one's school not only at a football game, but also in the preparation of our everyday work and in the advantageous use of our opportunities.

This type of loyalty serves a two-fold purpose—one gets the spirit of cooperation as he yells for the football eleven, while for himself he reaps the product of higher marks and a greater fund of knowledge. A sufficient proof of one's genuine school spirit consists not only of one's attendance at a football game, but also one's attendance at other high school functions and his cooperation with both teachers and students.

"It's easy enough to be loyal" when one sees the football team bringing home a victory, but the true loyalty lies in being on the job



every day and performing faithfully daily tasks that often irk us. As the memory of our school days is one that will linger as long as life lasts, let us try to make it as perfect a picture as possible for memory's art gallery.

—Marion Haak

The General High School Courses

MORE often than not, the student graduating from the eighth grade and entering high school is utterly at sea as to what he will do to gain a living in the years to come. He is confronted with a bewildering number of subjects from which he must choose those which will be most useful to him in his particular vocation. Yet how can the entering freshman choose, when he does not know what career he wishes to pursue as his own life work?

No doubt many adults are even yet filled with vain regrets about the profession they would have taken up if they had had, in their 'teens, some experienced person interested in their welfare and capable of giving much needed advice, or if they had had some of the opportunities their children have today, or if, on the other hand, they had made better use of the chances then open. There are many *misfits* today in every profession, who might have been successful, had they found in their 'teens the type of work for which they were best adapted, and had been prepared to do that work. Our Medina schools today are seeking to keep us from falling into these pitfalls.

This is accomplished, in the first place, by offering three major courses of study: the academic or general high school course, the classical or college-entrance, and the commercial.

In each of these courses the first year's work is very similar, and may be called *exploratory*. The subjects generally include English, biology, civics, and mathematics or an elective. By studying these general subjects the freshman gains a foundation from which he may branch out into the field that seems most interesting to him. I say "interesting," because the individual who is not deeply interested in his work does not, and can not, give it his *best* efforts.

Furthermore, if the freshman never completes his high school education, he has at least learned from his biology the rudiments of physiology and hygiene, and the fundamental facts of plant and animal life. His English has introduced him to the best types of literature to which to turn in leisure moments, has given him experience in addressing a group of classmates on some topic of current interest, of conducting a meeting according to parliamentary procedure, and has trained him to express himself clearly, convincingly, and fluently whether in speaking or in writing. His civics has prepared him to become an intelligent voter and a law-abiding citizen. Meanwhile, the elective subject gives



him a taste of art, music, a foreign language, or an industrial course, and may thus help him decide upon his future vocation. That explains why the freshman year's work is often called "exploratory."

By the second, or at least by the third year, the student should have some definite ideas as to what he likes best. Having formed these ideas, he specializes in those subjects which most appeal to him.

For example, let us say the student is interested in the commercial subjects. He may specialize in that field by taking the regular commercial course, or he may take the general academic course and branch out into the commercial field for his electives. Likewise, the students interested in classical, art or music courses may study foreign language, drawing, music, history or science as electives.

This brief outline may give some idea as to what the student may do to graduate from high school. The times call for men who have specialized in a certain line, and the more proficient a man is in his single course, the more successful he is bound to be. Medina High School is not a machine into which boys and girls are fed like so much raw material to be ground by a four-year process and then turned out as duplicate copies of a single mechanical product. A thousand times no! When our diploma is handed to us, we as human individuals leave our Alma Mater to take up the challenge of a richer, fuller, and better life.

—Winthrop Curvin

Around the School Clock with Home Economics

THE Home Economics department of Medina High School is made up of three different groups of students. The first group is composed of High School students; the second, Junior High School; and the third, Pre-Vocational students.

THE PRE-VOCATIONAL WORK

At nine o'clock every morning the Pre-Vocational group comes over from the Central school. They are instructed in Clothing, Home Nursing, Foods, and Drawing. These girls spend at least two periods in the department every day.

Mondays and Tuesdays are spent in the sewing room. There they are given a general knowledge of garment construction, renovation, and wise clothing selection. Their first project is to make a white smock. On Wednesdays they are taught how to care for and prepare dietaries for the sick in the home.

The foods class meets every Thursday, and is taught not only how to prepare foods, but also how to plan and serve meals, what to do in emergency cases of fire, burns, etc., and how to use and care for the equipment in the laboratory.

In the drawing class on Fridays the girls make their own recipe



books and note-books. They also make place cards, favors, and posters, which help to emphasize the aims of the Home Economics work.

Perhaps the very busiest periods of the day are the third and fourth in the morning. During these periods, one girl taking High School Home Economics, and four students, who work for their lunch, prepare the noon lunch for the students.

The aims of the lunchroom course are: to plan, prepare and serve suitable refreshments for various occasions; to plan and prepare dietaries; to preserve and store food for future use; to emphasize the selection and preparation of suitable foods for the school lunch—that is, foods which will give the students the most nourishment for the amount of money expended.

When the 11:45 bell rings, the student “customers” begin to line up. When they reach the counter, they provide themselves with trays and necessary silver. As they pass along the counter, they are first served the main or hot dishes, next the beverages—either cocoa or milk; next, salads, then rolls; and lastly, the dessert, oranges, and ice cream.

Each dish is sold for five cents, except milk and oranges, which are slightly less. A complete, well-balanced lunch costs not more than twenty or twenty-five cents. The number of students served each day averages between ninety and one hundred and fifty.

Between 12:00 and 12:45 eight girls take entire charge of running the electric dish washer and of washing all cooking utensils and trays. These girls receive only their lunch in return for their services rendered.

The first two periods in the afternoon are devoted to a Senior High School clothing class. The aims of this course are: to teach the relation of the principles of design to beauty and choice of clothing; to teach the characteristics and comparative values of textile fabrics, so as to develop an interest in those factors which influence the cost of the family and personal clothing; to teach the efficient use of equipment in the construction of clothing; to encourage a spirit of service through working for others; to teach the relations of hygiene to health, and the care of body and clothing.

In the Junior High School Group there are four different classes, which meet the seventh and eighth periods of the day. Because of limited time, each of these classes meets only once a week. The classes are divided according to the grade of the student: 7B, 7A, 8B, and 8A.

The first class learns how to care for and run the sewing machines. Their first problem is the making of a white uniform to be worn later for all food work.

The next term this class is given instruction in food selection and preparation. The third term the girls are again given more advanced work in clothing selection and construction, while the fourth and last term is devoted to more advanced food study. —Verna Garrett

Printing Courses

TWO years of printing are offered in our High School with the major aim of teaching present day methods of hand setting for commercial and school forms. Each year's work consists of from twenty to twenty-five projects, and includes the keeping of a specimen note book of the work done.

The course in Printing I is divided into three major divisions. The first unit is the setting of straight matter composition and involves learning the case, the terms and tools used, simple make-ready and press work, and the setting of prose paragraphs for the school paper, poetry, initial printing, cut-in notes, proof-reading, punctuation, and the like.

The second unit is the setting of commercial job work and display composition, such as: tickets, letterheads, bill heads, hand bills, window cards, etc.

The third unit is the setting of school record cards and other booklets and printing. This includes programs, library forms, athletic and health forms for records, banquet and dance programs, census cards, Regents' cards, etc.

Printing II is offered to those who have completed Printing I, and is designed to give greater skill in more difficult typography and press work to those already interested in printing. Briefly, it consists of about twenty projects involving more elaborate rule work, and border and ornamental designs for covers, title pages, tabular work, and two-color work for mottoes and holiday cards.

Both Printing I and Printing II are taken daily either one period a day for forty weeks, or two periods a day for twenty weeks.

Sheet Metal

SHEET Metal work is a new course being offered to High School students this term and will probably be put in the Junior High and prevocational curricula in January.

This course aims to give the students the fundamentals which a sheet metal worker should know, including the use and care of soldering coppers, fluxes used on various metals, lay out of patterns, correct use of metals, and the use and care of the machines and hand tools.

The projects made include cake tins, cookie cutters, flour scoops, dust pans, funnels, liquid and dry measures, open and covered pails, waste paper baskets, garbage pails, and many other useful articles for the farm or city home.



Junior High Vocational Course



THE subjects offered in the Junior High Vocational course are: woodworking, electricity, printing, and a prerequisite course in mechanical drawing. The Junior High Course is a try-out or finding course. Every boy is given an opportunity to take each of the mentioned subjects for one term. He is then allowed to choose one or two subjects to be taken up during his High School Course. In this way the boy is given a chance to find the work that he likes best, and to major in that particular line during his High School Course.

Vocational Department



THE first objective of the Vocational Department is to train boys to do work with their hands and to give them an opportunity to try out several subjects, so that they can select the one which they wish to take up as a trade.

The second objective is to help boys choose the work for which they are best suited and to give them more definite training along that line.

The subjects offered by the High School Vocational Department are: auto mechanics, elementary and advanced woodworking, elementary and advanced mechanical drawing, elementary and advanced printing.

AUTO MECHANICS

The course in auto mechanics, through scientific knowledge gained in class and the actual work done in the shop, aims to give the boy a general knowledge of what an auto mechanic needs to know and do. Furthermore, he will have acquired a considerable amount of skill in the use of tools and a good understanding of the automobile. The work in auto mechanics is done for anyone who wishes to bring his car in, provided the owner furnishes any parts that he desires to have replaced.

WOODWORKING

The courses in woodworking aim to present in a logical order the fundamentals of woodworking and cabinet making, together with the possibilities and processes of woodfinishing. In addition, the boy is taught the correct use and care of bench and machine woodworking tools, and is instructed in drawing, mathematics, and materials connected with the work.

MECHANICAL DRAWING

The elementary course in mechanical drawing prepares the pupil in the use of drafting instruments and aims to give some knowledge of simple projections.

In addition, the pupil is taught the procedure followed in making a

correct working drawing and the common drafting conventions.

The work in the elementary course develops the power of visualization, strengthens the constructive imagination, and teaches the student how to read the language of the industries.

The advanced mechanical drawing course covers more difficult work, such as: machine detail, sheet metal developments, and the making of blue prints.

—Joseph Vincent

The Library



IN OUR endeavor to explain the outstanding features in each department of our high school, it is unthinkable that we should neglect either our school library or the Lee-Whedon Memorial Library.

Probably no one division in the entire school exercises such a wide influence as do these two rooms. They are a sort of Mecca to the teacher as well as to the pupil.

In fact, our excellent library facilities, unusual for a school of this size, have completely revolutionized methods of teaching and contributed much towards raising M. H. S. to higher standards of efficiency. For example, if an English teacher formerly wanted to give her pupils an idea of the theater in Shakespeare's day, she was obliged to spend an entire class period explaining the conditions; today, on the other hand, a week before she is ready to begin the study of drama she asks the librarians to place on the English Reserve Shelf all available materials dealing with the age of Queen Elizabeth and the development of drama through the Middle Ages. We are then told to find out all we possibly can about that subject and to come to class prepared to discuss intelligently the various phases of Elizabethan life and drama. What I said about the English class applies equally well to other classes. Do you see now why I said the library has revolutionized teaching? Gone is the time when the teacher lectures throughout the class period while the pupils vainly try to take notes on what she is saying. Now our teachers remain in the background, guiding and directing our discussion. The class period has, therefore, ceased to be a mere "recitation" period; it has become a meeting place in which we students contribute the results of our own research, and are stimulated by the reports of our classmates, to do more reading ourselves in our leisure time. Not only is the work made more interesting to us, but it is especially more far-reaching in its influence, for we are acquiring independence in using reference books, and greater familiarity with the library facilities. Besides the work we do there, we have hours of pleasure which compensate us for the work, for labor is its own reward.



Moreover we are not confining our studies to "the next ten or fifteen pages," as our parents probably did, for our assignments often carry us to a half dozen different books. We are, therefore, acquiring the *habit* of browsing among book shelves during our leisure moments.

Figures are often more conclusive than words. Our school library can accommodate thirty pupils. At some time during each period, every seat is filled, thus making an average of two hundred forty pupils using the school library alone. This, of course, does not include those before school, during the noon hour, after school, or those in the public library. Furthermore, an average of one hundred forty-two books is drawn out daily.

A question that always comes up when speaking of a library is "How are the books chosen?" For the public library the librarians always act as a suggesting committee, while outside of school there is a committee of townspeople, directed by Mrs. Mary Lee Whedon, that suggests a list of books each month. The combined lists are then sent to Mr. Brown for revision and approval. A significant fact is that, whereas books were formerly ordered yearly, they are now being ordered at least once a month.

Since the shelves of our school library are already filled to their utmost, there is urgent need for additional room to accommodate the students and townspeople.

When we approach the library, we see only a door through which we must pass, but once we have closed the portal behind us, we have entered a new world.

"Worthy books
Are not companions—they are solitudes;
We lose ourselves in them, and all our cares."

In the library we can forget for the moment all that is going on about us and speed away to the land of Utopia where everyone always "lives happy ever after."

"Books of fancy, books of life,
Books of joy or sorrow,
Books of venture, books of strife,
Books we love to borrow.
On our shelves you'll find them near,
Shelves so broad and roomy;
If you'll spend your hours here
They will ne'er be gloomy."

—Mary Kerr



ORGANIZATIONS



THE ARISTA SOCIETY



Mallison, Ebeling, Hamann, Waters, R. Caldwell, Curvin
 Pafk, N. Boyle, Miss DeLand, D. Hales, Quintern, Reil
 Bloomingdale, Hellwig, M. Gotts, Gill, Spiller, Kerr, Labigan, L. Hales
 Absent: Garrett, Wood, Acer, Gottovi, N. Kleinsmith, M. Smith

The Arista Society

President WINTHROP CURVIN
Vice-President BERTRAND MALLISON
Secretary VERA GARRETT
Treasurer MARY KERR
Advisers MISS DELAND, MISS FERGUSON


 HE honor society of Medina High School is made up of the pupils who have outstanding abilities in scholarship, service, leadership, and character. To become a member a student must have been in Medina High School for at least three semesters. If a Sophomore, he must have an average of 85%; if a Junior, 82½%; if a Senior, 80%.

A banquet was held at Fairview Manor to initiate the following new members: Irmgard Hellwig, Julia Reil, Ethel Pafk, Cecil Hamann, Alfrieda Quintern, Naomi Boyle, Glenn Bloomingdale, Dorothy Hales, Leonard Hales, Elizabeth Acer, Dorothy Gottovi, Normah Kleinsmith, and Margaret Smith.

ACT II—"DULCY"—1931 DRAMATIC CLUB PLAY



Waters, Rook, Slack, Hart, Suzanne
R. Caldwell, Nagel, R. Menke, Bronson, Chamberlin, Ross

The Dramatic Club

THE success of the Dramatic Club of Medina High School is demonstrated by the reception of their plays. This year the play, "Dulcy," was a great attainment. This play as usual was the main source of income for the Senior Class in meeting expenses.

The services of the Dramatic Club were again accepted in the presentation of the operetta, "The Belle of Barcelona." Miss Ames has proved to be a very able dramatic director of all these presentations.

The officers who have led this club during the past year are:

<i>President</i>	ROBERT MENKE
<i>Vice-President</i>	MABEL ROSS
<i>Treasurer</i>	MARY KERR
<i>Adviser</i>	MISS AMES





THE BOYS' CLUB OFFICERS



Mr. Martin, Nagel, Mr. Chamberlin, Alderson, Bundock, Coach Knepper, McPherson
Gilbert, Curvin, Mallison

The Boys' Club



HE club with a membership of sixty members has for the past year had the following officers:

President BERTRAND MALLISON

Vice-President GORDON MCPHERSON

Secretary JUDSON GILBERT

Treasurer JACK BUNDock

Advisers .. MR. MARTIN, MR. KNEPPER, MR. CHAMBERLIN

The routine has been changed somewhat this year. The initiation was held in the school gymnasium instead of at the home of one of the members. The suppers are now held in the cafeteria instead of at the various churches. An educational trip to New York City during Easter Week was enjoyed by about twenty members.

THE ERGONIAN SOCIETY



Garrett, Haak, Gill, Spiller, Stocking, Gotts, Hellwig, Hill, M. Posson, Bronson, F. Posson,
Austin, V. Posson, Hise, Pettis
Kerr, Nagel, Mrs. Gorman, Acer, Gould

The Ergonian Society

<i>President</i>	JANE NAGEL
<i>Vice-President</i>	ELIZABETH ACER
<i>Secretary</i>	MARY KERR
<i>Treasurer</i>	THELMA GOULD

UNDER the leadership of our new adviser, Mrs. Gorman, and our president, Jane Nagel, the Ergonian Society has had a very successful social year. As only three new members were taken in this year no formal initiation was held, but the neophytes, Marian Haak, Ruth Bronson, and Florence Pettis, had the very pleasant task of "tidying up" after the Hallowe'en dance, which was well-attended. The annual Christmas dance met with unusual success owing to the excellence of the orchestra and the splendid cooperation of the society. During the Hospital Fund Drive the Ergonian Society canvassed Midleport and Lyndonville with much profit.





THE KY PSI SOCIETY



Austin, Ross, Mastromanaco, Capelli, Schilling, Robinson, Loades, Quintern, Posson,
Seehowski, Cook
Nagel, Roache, VanAnker, Reil, E. Boyle, Gottovi, Eberling, Pettis, Kendall, Parada
N. Boyle, Shannon, E. Gotts, Kleinsmith, Parker, Kerr, Law, Boyle, Hales, Bennett
Wheeler, States, Spiller, Garrett, Miss Levis, Hellwig, Chamberlin, Bookey

The Ky Psi Society

<i>President</i>	VERNA GARRETT
<i>Vice-President</i>	MARIAN GOTTS
<i>Secretary</i>	LILLIAN SPILLER
<i>Treasurer</i>	RUTH GILL
<i>Adviser</i>	MISS LEVIS



HIS year the Ky Psi Society has forged ahead to new goals under the careful guidance of our president and adviser. The regular initiation was held in the Park early in the fall. Even the neophytes confessed they had a good time. Many interesting and educational meetings have been held. All members, whose averages have not been passing, have been dropped from the society this year. Thus, the members have been encouraged to keep up their marks. In January, Norma Kleinsmith very generously invited the society to her home for a sleigh-ride. A most exciting time was had by all. In February we had a very successful dance, music furnished by the Danceonians. More good times are in store for this society.

THE HARMONIC CLUB



Dujenski, Raymond, A. Gilbert, Slack, Tousey, J. Gilbert, Pritchard, Hart, S. Rook, Caldwell, Conley
 F. Rook, Beach, Menke, K. Allen, Mix, Hise, Posson, Bancroft, Fisher, M. Stocking, Parada, Bogue, Boyle, Begole, Wright, Spiller, Garrett, Miss Cooper, Bennett, Chamberlin, Brust
 W. Begole, Loades, Neal, L. Smith, Roache, Parker, Wheeler, B. Smith, Cardonne, Snell, Oliver

The Harmonic Club

<i>President</i>	MABEL ROSS
<i>Vice-President</i>	THELMA GOULD
<i>Secretary</i>	VERNA GARRETT
<i>Treasurer</i>	VERNA WHEELER
<i>Adviser</i>	MISS COOPER


 HE people interested in singing belong to the Harmonic Club, which holds meetings every Tuesday and Thursday in Miss Cooper's room. This useful club provides music for assemblies and special programs with the Boys' Quartet and the Girls' Chorus.

A successful feature of the club's record for 1931 has been the operetta, "The Belle of Barcelona." Bernadine Parker was the leading lady with Dick Menke playing opposite her. The members, who did not have speaking parts, were in either the boys' and girls' chorus of Spanish Students or in the various other choruses in the operetta. The entire cast included about seventy-five members.

THE GIRL RESERVES



Swarthout, Brooks, Tinney, Stocking, Quintern, Judd, Buchiewicz, Zupee, Albright, Fisher, Baehr, Snell, Groff
Miss King, Reynolds, Clapp, F. Manieski, Krebs, Waterson, Fox, Fleritz, Tuohey, Mrs. Knepper, Bancroft
Heady, Pittard, Wyman, Smith, Pask, Snell, Law, Haak, Bale, Benz, Skinner, Kurkoski

Girl Reserves' Club

<i>President</i>	LOUISE KREBS
<i>Vice-President</i>	FRANCES MANIESKE
<i>Secretary</i>	ALYS WATERTON
<i>Treasurer</i>	LORRAINE CLAPP
<i>Chairman of Service</i>	RUTH BRONSON
<i>Chairman of Social</i>	DOROTHY MAE FOX
<i>Chairman of Program</i>	HELEN MONTGOMERY
<i>Adviser</i>	MRS. KNEPPER

THIS year marked the advent of a new club for the Freshman and Sophomore girls of Medina High School. The purpose of this club is well expressed in the girl Reserve Code.

As a Girl Reserve I will try to be:

Gracious in manner
Impartial in judgment
Ready for service
Loyal to friends
Reaching forward the best
Earnest in purpose

Seeing the beautiful
Eager for knowledge
Reverent to God
Victorious over self
Ever dependable
Sincere at all times

The Orchestra

PROGRESS has been the keynote of our thirty-eight piece M. H. S. orchestra under the excellent direction of Mr. Frederick E. Smith.

This splendid advancement has reached such a high point of perfection that our orchestra was able to compete in the state contests held at Fredonia and Syracuse. It returned triumphant from Fredonia bearing first prize, and it won third place at Syracuse.

Besides these musical feats, the orchestra has given M. H. S. students as well as other townspeople many hours of enjoyment.

The following are members of the orchestra.

James Arnold, Kenneth Arnold, Vera Bancroft, Armand Beckwith, Ruth Bronson, Robert Bundock, Myrtle Emerson, Judson Gilbert, Herbert Kendall, Robert Muchow, Alex McPherson, Victor Page, Margaret Posson, Karl Shultz, Edward Slack, Howard Slack, Donald Yagge, Howard Judd, Myra Petit, Robert Perry, Thelma Gould, Margaret Ayrault, Helen Montgomery, Esther Shurgour, Rita Judd, Glenn Brege, James Slack, Lois Murdock, Bessie Woolston, Phyllis Farrell, Bernard Allen, Wilson Shurgour, Margaret Coppa, Francis Rook, Horald Bannister, Millard Ellsworth, John Bannister, Carlton Waters.

The Band

ONE of the most popular of our musical organizations in M. H. S. is our thirty-six piece band, directed by Mr. Carl Hulshoff. Mr. Hulshoff and his band have been kept very busy playing for various concerts and entertainments both in and out of school.

During the summer months the band scored several successes at Gasport, Ransomville, Newfane, Barker, Youngstown, and Albion.

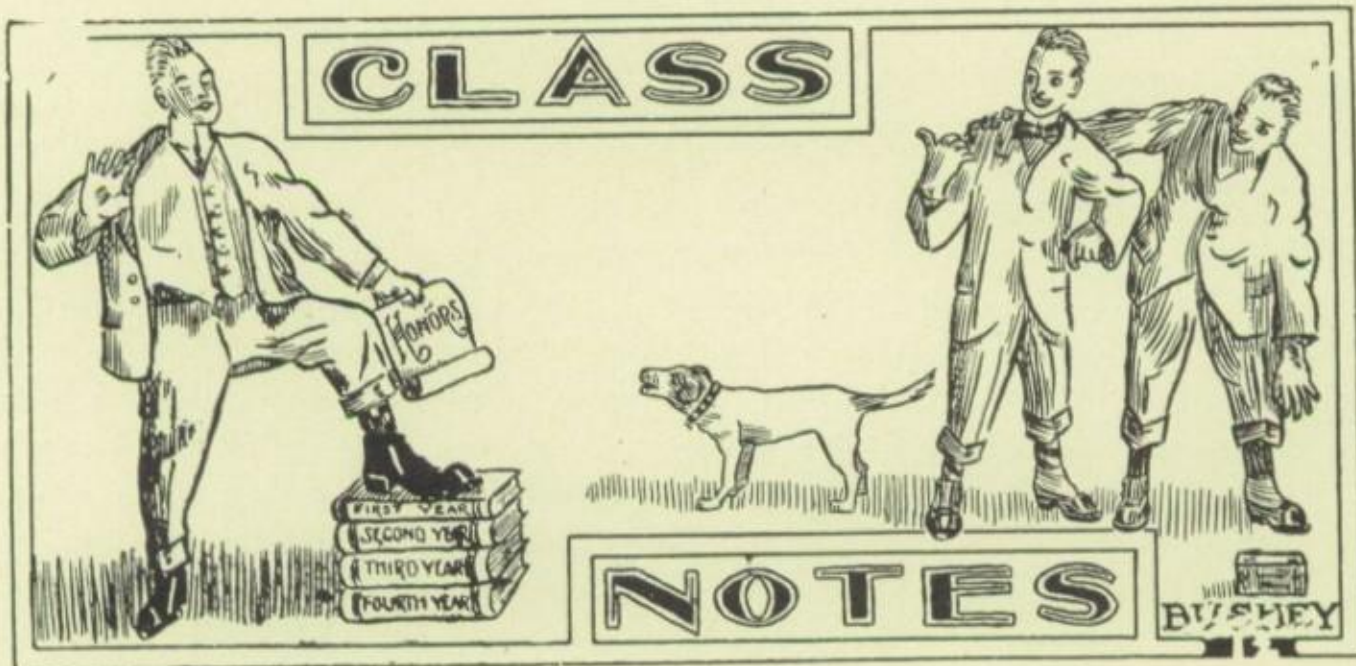
A valuable addition to the band has taken the form of very attractive new uniforms. Members of the band are:

Mr. Hulshoff (director), Carlton Waters, Herbert Kendall, Karl Shultz, Gordon McPherson, George Reil, Joseph Don Vito, Edwin Clark, Harvey Hill, Robert Bundock, Richard Hubbard, John Lacey, Glenn Bloomingdale, Curtis Blount, James Loades, Robert Hoyer, Phyllis Farrell, Rita Judd, Arthur Scarlett, Donald Canham, Alex McPherson, Herbert Cooke, Warren Martin, Howard Judd, Robert Muchow, Robert Perry, Athol Burgess, Marie Reynolds, Anna Mae Fox, Stanley Woodside, Kenneth Levis, William Trolley, Marian Warne.



Classes

Seniors Pines
Juniors Scrub Oaks
Sophomores Willows
Freshmen Evergreen



Room 306 Notes

Class of 1931

"Only the proud and haughty Seniors,
 Evergreens once themselves, remember
 How the World came into being—
 No Junior hearing, no Sophomore seeing."

<i>President</i>	MARY KERR
<i>Vice-President</i>	CECIL HAMANN
<i>Secretary</i>	MARION GOTTS
<i>Treasurer</i>	DOROTHY GOTTOVI
<i>Historian</i>	LILLIAN SPILLER
<i>Cheer Leader</i>	WINTHROP CURVIN
<i>Interior Decorator</i>	ALFRIEDA QUINTERN
<i>Adviser</i>	MISS FERGUSON


 S Seniors we shall soon be leaving dear old Medina High School and all its happy days behind us, and going forth to a new place that we must prepare for ourselves in the world. Whether we shall take root and flourish in the transplanting or not, we do not know, but it is certain that our school days in M. H. S. have given us a much better preparation for our new tasks than we fully realize even now. In our last appearance in our school annual, let us say that the successful termination of our school days has been due in no small measure to that faithful group, headed by Mr. Brown, who have so diligently labored that our school days might not be in vain. For our last year a great deal of credit is due Miss Ferguson for her faithful cooperation and aid.

This year the Senior Class has been an active participant in school life. During Christmas all the Seniors brought packages of food that were distributed among the poor. They sold tickets, also, for the Dramatic Club play, "Dulcy," for the operetta, "The Belle of Barcelona," and for the band concert.

Early in the year the Seniors were greatly saddened by the loss of a classmate, Rundel Lasher, and will always keep in remembrance the place left vacant by him. Lorraine Wienke, another member of the class, was forced by illness to leave school in November.

With the arrival of June our high school days will be ended, but as we stand on the threshold of Life we look backward upon many, many happy days spent in M. H. S. and breathe a sigh for their completion.

—Lillian Spiller



ACER, ELIZABETH Sarah Lawrence
College, Bronxville, N. Y.

**"Stately and tall she moves in the hall,
The chief of a thousand for grace."**

M. H. S.: President of Class (1); Cashier
(2); Ergonian (2) (3) (4), Vice-
President (4); Ky Psi (4); Girls'
Gym Team (1). Knox School (3):
hockey, archery, basketball, base-
ball, dramatic class.

BOYLE, LILLIAN Undecided
**"The mildest manners and the gentlest
heart."**

Ky Psi (3) (4); Gym Team (4).

ALDERSON, FREDERICK Undecided
**"There is no truer truth obtainable
By man than comes of music."**

Harmonic Club (2) (3) (4); Boys' Club
(2) (3) (4); Basketball (3) (4).

BUNDOCK, JACK Bryant & Stratton
"None but himself can be his parallel."
Band (2); Cashier of Class (1) (2);
"School News" (4); Boys' Club (3)
(4), Treasurer (4).

BALCERZAK, HELEN Undecided
**"Fair tresses man's imperial race in-
snare,
And beauty draws us with a single
hair."**

Ky Psi (3) (4); "News" Staff (4).

CAUFIELD, HOWARD Undecided
"His deeds inimitable, like the sea."
Baseball (2); Football (2) (3) (4);
Boys' Club (2) (3) (4).

BANNISTER, HAROLD Buffalo State
Teachers' College
**"Music, when safe voices die
Vibrates in the memory."**
Latin Club (1); Harmonic (2) Orches-
tra (4).

CHICK, BERNARD Undecided
"My heart is true as steel."
Cashier of Class (3); Boys' Club (2)
(3) (4) (5); Football (2) (4) (5).





GARRETT, VERNA Post Graduate
"The mildest manners with the bravest heart."

Historian of Class (1), President (2);
 "Mirror" Staff (1), Associate Editor (3), Editor (4); Harmonic (2) (3) (4), Secretary (4); Arista (3) (4), Secretary (4); Ky Psi (3) (4), President (4); Gym Team (3) (4); Ergonian (3) (4).

CHRISTY, HARRY Undecided

"If music be the food of love, play on."
 M. H. S.: Boys' Club (4). St. Mary's:
 Holy Name (1) (2); Historian (1);
 Baseball (1) (2).

GAZE, KATHERINE The Eleanor School

"Is she not passing fair?"
 "Mirror" Staff (2); Ky Psi (3) (4).

CURVIN, WINTHROP Columbia University

**"I never saw his like;
 There lives no greater leader."**
 President of Class (1) (2); Cheer Leader (3) (4); "Mirror" Staff (1) (3) (4); Boys' Club (1) (2) (3) (4), Vice-President (2), President (3); Dramatics Club (1) (2) (3) (4), Secretary (2) (3); Harmonic Club (3) (4); Arista (3) (4), President (4); Basketball (4), Manager (3) (4), Captain (4); Latin Club (1).

GILBERT, ARTHUR Post Graduate
"Brevity is the soul of wit."
 Harmonic (4).

EBELING, EDNA Undecided
"My library was dukedom large enough."

Cashier of Class (2); "School News" Staff (4); Ky Psi (3) (4); Arista (3) (4); Latin Club (1).

GILBERT JUDSON Undecided
"He makes sweet music with th' enamelled stones."

Cashier of Class (1); Band (1); Orchestra (1) (2) (3) (4); Latin Club (1); Boys' Club (3) (4), Secretary (4); Harmonic Club (4).

FOREMAN, ARTHUR Undecided
"As merry as the day is long."
 Boys' Club (3) (4); Football (2).

GILL, RUTH Sweet Briar
 "Oh, blest with temper whose un-
 clouded ray
 Can make tomorrow cheerful as to-
 day."
 Historian of Class (2); "Mirror" Staff
 (2) (4); Latin Club (1); Ky Psi
 (3) (4), Treasurer (4); Arista (3)
 (4); Ergonian (3) (4).

HALES, DOROTHY Undecided
 "The fair, the chaste, the unexpres-
 sive she."
 Cashier of Class (1); Ky Psi (3) (4);
 Arista (4).

GOTTOVI, DOROTHY Undecided
 "She is pretty to walk with
 And witty to talk with."
 St. Mary's (1) (2). M. H. S.: Ky Psi
 (4); Treasurer of Class (4).

HAMANN, CECIL Undecided
 "He was ever precise in promise-
 keeping."
 Secretary-Treasurer of Class (1), Cash-
 ier (2), Vice-President (4); Base-
 ball (2) (3) (4); Basketball (3)
 (4); "Mirror" Staff (4); Boys' Club
 (2) (3) (4); Arista (4); Dramatic
 Club (2) (3) (4).

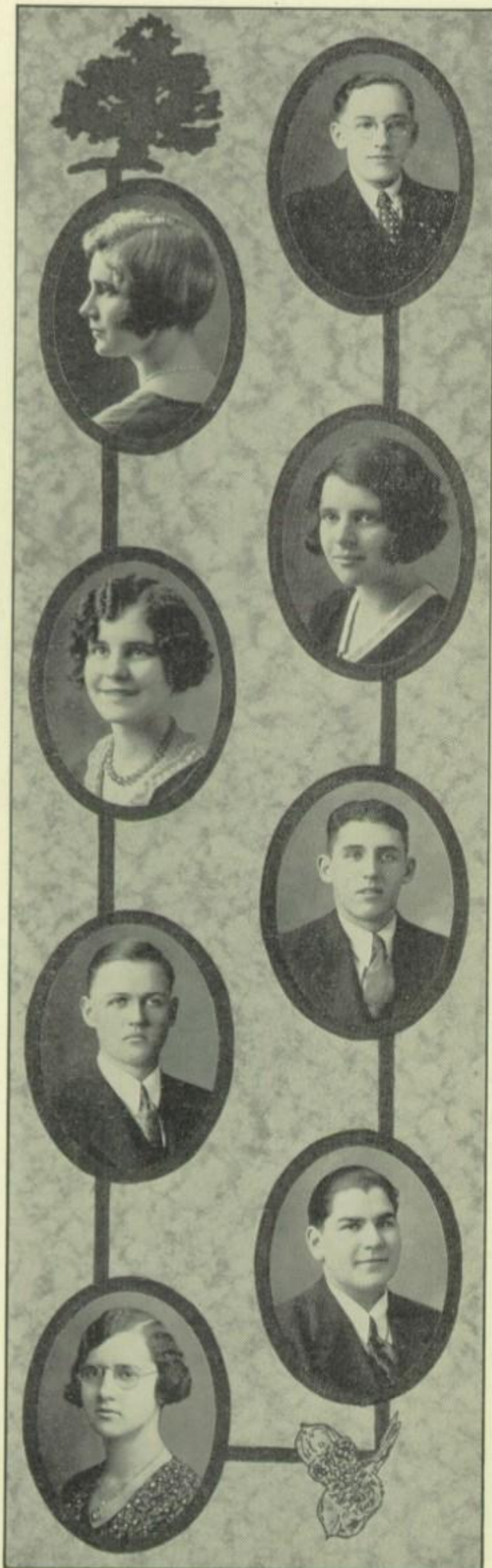
GOTTS, MARIAN Post Graduate.
 "Those about her from her shall read
 the perfect ways of honor."
 Vice-President of Class (2), Treasurer
 (3), Secretary (4); Ky Psi (3) (4),
 Vice-President (4); Ergonian (3)
 (4); Arista (2) (3) (4).

HELLWIG, IRMGARD Cornell
 "She was a scholar."
 Vice-President of Class (1), Historian
 (2); "Mirror" Staff (2); Latin
 Club (1); Arista (4); Ergonian (3)
 (4); Ky Psi (3) (4); Gym Team
 (2).

GOULD, THELMA Buffalo State
 Teachers' College
 "If ladies be but young and fair
 They have the gift to know it."
 Secretary of Class (2), President (3);
 Orchestra (3) (4); Ky Psi (3) (4);
 Harmonic Club (1) (2) (3) (4),
 Secretary (3), Vice-President (4);
 Ergonian (3) (4), Treasurer (4).

HILL, MARJORIE Syracuse
 University
 "As young as beautiful, and soft as
 young,
 And gay as soft, and innocent as gay!"
 Harmonic Club (2) (3) (4), Vice-Presi-
 dent (3); Ergonian (3) (4); Ky
 Psi (3) (4); Dramatic Club (3)
 (4).





LABIGAN, DONALD Hobart College
"And gladly wolde he lerne, and gladly teche."

Historian of 207 (1), Vice-President of 207 (2); Cashier of 303 (2); Vice-President of 300 (3); Arista (3) (4); Boys' Club (2) (3) (4); "Mirror" Staff (1) (3) (4); Circulation Manager of "School News" (4); Circulation Manager for "Mirror" (4).

HISE, PAULINE Stanford College
"Was this the face that launched a thousand ships?"

Head Cashier of Class (1); Band (3); Ergonian (2) (3) (4); Ky Psi (3) (4); Dramatic Club (2) (3) (4); Basketball (1) (2) (3) (4); Gym Team (1) (2).

LAW, DORIS Undecided
"O thou art fairer than the evening sun."

Ky Psi (4); Gym Team (1) (2).

KERR, MARY Undecided
"High-erected thoughts seated in the heart of courtesy."

Cheer Leader of Class (2), Historian (3), President (4); "Mirror" Staff (1) (3) (4), Associate Editor (4); Editor of "School News" (4); Ky Psi (3) (4); Ergonian (3) (4), Secretary (4); Dramatic (2) (3) (4), Secretary and Treasurer (4).

MONTGOMERY, CHARLES State Forestry School
"What man dare, I dare."

Easeball (1) (2) (3) (4); Basketball (1) (2) (3); Football (4); Boys' Club (2) (3) (4); Cheer Leader of Class (2).

KLEINSMITH, KENNETH Donald Woodward Flying School
"But flies an eagle flight, bold and forth on,

Leaving no tract behind."
 Boys' Club (2) (3) (4).

O'DONNELL, FRANCIS JR. Post Graduate

"But all be that he was a philosopher."
 Band (1) (2) (3); Boys' Club (2) (3) (4) (5); Dramatic Club (3) (4) (5).

KLEINSMITH, NORMAH Buffalo State Teachers' College
**"The fairest garden in her looks
 And in her mind the wisest books."**
 Ky Psi (3) (4).

PARKER, BERNADINE Fredonia Normal
 "Music is well said to be the speech of angels."
 Harmonic (1) (2) (3) (4); Ky Psi (3) (4); Dramatic Club (4).

ROBINSON, MARIE Brockport Normal
 "To see her is to love her,
 And love but her forever."
 Ky Psi (4).

PRITCHARD, MELVIN Undecided
 "Men of few words are the best men."
 Boys' Club (3) (4); Harmonic Club (3) (4).

SCHULTZ, KARL Undecided
 "Breathe slumberous music around me, sweet and low."
 Cashier of Class (1); Assembly Orchestra Director (2) (4) (5); Boys' Club (2) (3) (4) (5); Band (1) (2) (3) (4) (5); Orchestra (Concert Master) (5); Orchestra (1) (2) (3) (4) (5); Football (2) (3) (4).

QUINTERN, ALFRIEDA Undecided
 "A loving heart is the beginning of all knowledge."
 Ky Psi (3) (4); Arista (4); Interior Decorator of Class (4); "Mirror" Staff (4).

SECHOWSKI, DOROTHY Undecided
 "She was as good as she was fair."
 Gym Team (2); Basketball (3) (4); Ky Psi (3) (4).

REIL, JULIA M. Albany State Teachers' College
 "Toil is the true knight's pastime."
 Latin Club (1), Cashier (2); Ki Psi (3) (4); Arista (4).

SECHOWSKI, WALTER Undecided
 "A man he seems of cheerful yesterdays and confident tomorrows."
 M. H. S.: Boys' Club (3) (4); Baseball (3) (4); Football (3) (4). St. Mary's: Vice-President of Class (2); Baseball (2); President, Holy Name Society (2).





STRATES, HELEN Undecided
 "Like angels' visits short and bright."
 Cashier of Class (1) (2); Harmonic (1)
 (2) (3); Ky Psi (4); Latin Club
 (1).

SPILLER, LILLIAN Undecided
 "She that was ever fair, and never
 proud,
 Had tongue at will, and yet was never
 loud."
 Cashier of Class (1), Head Cashier (2),
 Secretary (3), Historian (4); "Mir-
 ror" Staff (3) (4); School Re-
 porter (3) (4); Associate Editor,
 "School News" (4); Latin Club
 (1); Harmonic (1) (2) (3) (4),
 President (3); Arista (3) (4); Er-
 gonian (3) (4); Ky Psi (3) (4),
 Secretary (4); Basketball (1).

WALKER, HILDRETH Undecided
 "Honest labour bears a lovely face."
 Cashier of Class (1); Ky Psi (3) (4).

STRABE, BERNICE Undecided
 "Her smile is sweetened by her
 gravity."
 Ky Psi (4).

WATERS, FRANKLIN Post Graduate
 "He murmurs near the running brooks
 A music sweeter than their own."
 Cashier of Class (1), Vice-President (2);
 Orchestra (1); Band (1) (2); Foot-
 ball (3).

The Future of the Class of 1931

A CRYSTAL ball, resting upon a square of ebony velvet, and a fantastically garbed Oriental, absorbed the attention of my obviously nervous companion and me. The Hindu began to murmur weird incantations, which unconsciously drew my eyes to the crystal object and held them fastened there.

The ball clouded. Then curtains of heavily embroidered silks, parted by unseen hands, revealed to me an astounding scene as I peered into its crystal depths. Seated in the White House in what was evidently a

cabinet meeting were Verna Garrett and Winthrop Curvin, two of my fellow seniors. When they were addressed I learned that they had followed a markedly successful road to political fame, Verna having been appointed Secretary of Labor, and Winthrop, Secretary of Commerce. The latter, my informant added, spent his leisure in propounding and testing a new mathematical formula that he had discovered in collaboration with Professor Hamann, the famed scientist.

Slowly the scene faded, and we were transported to desert wastes, where we faintly discerned a figure familiar to the gaze. Drawing nearer we discovered it was none other than Francis O'Donnell, Jr., who was just making his seventh archaeological expedition into the Gobi desert. After talking awhile, he turned on his radio, and soon soft strains of music filled the air. The announcer, who turned out to be our old friend, Ruth Gill, surprised us by saying we were listening to an orchestra, broadcasting from the Hotel Ritz-Carlton in New York. The personnel of this orchestra included Franklin Waters, saxophonist, Harry Christy, banjoist, and the famed piano twins, Fred Alderson and Jud Gilbert. Their success in Jazzland was, indeed, the topic of the day. Turning the dials a little farther, a delicate aria, sung by the operatic star, Mlle. Bernadine Parker, arrested our ears and we listened avidly to the beautiful music. Alas! The program soon ended, and another surprise was in store for us. Herr Karl Schultz was conducting the New York Philharmonic in a world-wide broadcast. This astounding violin virtuoso and conductor, who had won the hearts of the world with genius, introduced the piano soloist of the orchestra, none other than Harold Bannister who was a protege and disciple of the great Yturbi, and the cello soloist, Thelma Gould, whose talent was arousing much comment among music critics.

We were, however, plucked from all this, to be seated in a session of the Supreme Court. My eyes were drawn toward the judge's bench and what a surprise greeted my eyes! Mary Kerr, sitting in the robes of a Supreme Court judge! I had heard of course, of her amazing success in law, that she had become one of the country's most outstanding attorneys, but what a marvelous career she was having!

Our guide whirled us away to a scene of busy confusion, a meeting of the General Motors' Board of Directors. Seated at the table were four of the greatest financial powers in the United States: Arthur Foreman, Jack Bundock, Bernard Chick, and Melvin Pritchard. In the outer offices we caught glimpses of two exceedingly efficient looking young women. Upon inquiry, we found they were Helen Balcerzak and Dorothy Sechowski, private secretaries to two of the heads of the Board. As we paused to admire the offices, our guide informed us that they were the work of two of the most outstanding interior decorators of the day, Howard Caldwell and Alfrieda Quintern.



Feeling a bit hungry, we stopped in a tempting coffee shoppe. The menus informed us that it was one of a great chain founded by Helen Strates and Irmgard Hellwig. Across the street we noticed a shoppe similar to it. We soon found out that it was owned by a rival chain, headed by Marjorie Hill and Marion Gotts. Competition, I understood, was keen.

Walking along Fifth Avenue we saw a striking shop window. A sign above it informed us that the store was that of Mlle. Acquere, who, we were told, was taking the country by storm with her cleverly designed clothes. I puzzled over the name, for it had a familiar ring, when suddenly it dawned upon me that it was Elizabeth Acer, who had changed her name for business reasons. All her advertising as I heard, was done in the "New York Times," of which Lillian Spiller was foreign correspondent.

A little farther down the street we saw an automobile agency for foreign cars, owned by Kenneth Kleinsmith and Arthur Gilbert.

We entered a huge building, which we learned was a business school conducted by Hildreth Walker, Doris Law, Kathryn Gaze, and Lillian Boyle. In our conversation with them, we learned that Donald Labigan had become professor of French at Columbia University. Dorothy Hales, Edna Ebeling, and Marie Robinson had also joined the ranks of teachers. Bernice Strabe, Dorothy Gottovi, Julia M. Reil, and Normah Kleinsmith had founded a school for girls which was finding high favor.

Athletics had also claimed its number. Charles Montgomery had deserted minor leagues to play third base with the New York Giants, while Walter Sechowski was head coach at Notre Dame. Pauline Hise, after two or three divorces, had decided to settle down as basketball coach at a finishing school for young ladies.

Without warning, the heavy curtains closed majestically, and no amount of silver or pleading could induce the Hindu to re-open them. The seance was at an end.

—Lillian Spiller

Last Will and Testament of the Class of 1931



WE, the Seniors of 1931, in the Medina High School of Medina, in order to form a more perfect school, bequeath our personal property and characteristics to the individuals of the Junior Class (that they may carry on our work) as follows:

Harry Christy bequeaths his exceptional oratorical ability to Florence Chamberlin.

Pauline Hise wills her solemnity to Mildred Wood.

Jack Bundock wills his English wit to Mary Mastromonaco.

Lillian Boyle wills her sister to Stanley Rook.

Francis O'Donnell bequeaths his excess weight to Esther Shurgour.

Dorothy Gottovi wills her voice to Julian Marazok.

Normah Kleinsmith wills her meekness to Gordon McPherson.
 Frederick Alderson bequeaths his feet to Elsie Wright.
 Edna Ebeling bequeaths her basketball ability to Edna Collins.
 Thelma Gould wills her "windblown" bob to Christine Bush.
 Verna Garrett wills her grace to Gertrude Brust.
 Marie Robinson wills her influence on jazz-mad youth to Ivy
 Shephard.
 Marjorie Hill bequeaths her hold on "him" to Marian Haak.
 Bernard Chick bequeaths his daintiness to George Pogel.
 Elizabeth Acer wills her dimple to Wellington Kilner.
 Donald Labigan leaves his football suit to Tom Cromwell.
 Bernadine Parker bequeaths her clarinet to Carlton Waters.
 Judson Gilbert wills his "perfect 42" to Vernon Rich.
 Arthur Gilbert wills his promptness to Cecelia Bernard.
 Ruth Gill wills her laugh to Grace Hassall.
 Marian Gotts bequeaths her "it" to Eleanor Gotts.
 Mary Kerr bequeaths her tears to Bert Mallison.
 Charles Montgomery leaves his three "M's" to Raymond Ingram.
 Irmgard Hellwig wills her "schoolgirl complexion" to Lilah Bolton.
 Julia Reil wills her dignity to Jack Munson.
 Helen Strates wills her frowns to Leland Monagle.
 Winnie Curvin bequeaths his calculus book to Edna Boyle.
 Harold Bannister bequeaths his speed to Elaine Bennett.
 Walter Sechowski wills his all to Margaret Posson.
 Helen Balcerzak wills her physics book to Smith Munson.
 Cecil Hamann wills his "Quantitative Chemistry Annual" to Ethel
 Pafk.
 Arthur Foreman bequeaths his drowsiness to Richard Perry.
 Dorothy Hales bequeaths her pep to Anthony Dombroski.
 Melvin Pritchard wills his voice to Verna Wheeler.
 Howard Caufield wills his textbooks to whoever wants a snap course.
 Lillian Spiller wills her "Virgil" to Robert Ayrault.
 Karl Schultz wills his Geometry book to Glenn Bloomingdale.
 Bernice Strabe bequeaths her "Les Miserables" to Bernard
 Dujenski.
 Kenneth Kleinsmith bequeaths his mouse-trap to the whole class.
 Franklin Waters wills his bass horn to Margaret Smith.
 Kathryn Gaze wills her permanent to Flora Posson.
 Hildreth Walker wills her "Contes Dramatiques" to Alice Bates.
 Alfrieda Quintern wills her gift of talk to Dorothy Shannon.
 Lastly: We hereby appoint Miss E. Ferguson as executrix of this
 will and testament. In witness whereof, we have hereunto signed our
 names on this first day of May, Nineteen Hundred and Thirty-one.

THE SENIOR CLASS OF 1931

By *Winthrop Curvin*



ROOM 300 OFFICERS



Pafk, Wood, Miss Boardman, Ayrault, Miss Ames, Posson, Mr. Martin, Waters
Gill, Cook, Fellers, Shepherd, Arnett, Dombroski

Room 300

"We are like a scrub oak tree:
Our thoughts our own, our spirits free,
We are young but very tough,
Rock, for us, is food enough."

President ROBERT AYRAULT
Vice-President ETHEL PAFK
Secretary and Treasurer MILDRED WOOD
Historian CARLTON WATERS
Cheer Leader FLORA POSSON
Advisers ... MISS BOARDMAN, MISS AMES, MR. MARTIN



HE finest collection of saplings in Medina High School"—that's what everyone says of Room 300. Under the very capable direction of our trio—Miss Boardman, Miss Ames, and Mr. Marton—we have grown in every sense of the world until we feel certain that we can fulfill faithfully our positions as Seniors in the coming year.

At Christmas time "Ed" Fellers and his fellow workers decorated 300 attractively in a true Yuletide fashion. Gifts were exchanged, and our teachers then forgave us (for the time) all our misdemeanors of the year illustrating this by some delicious Eskimo pies.

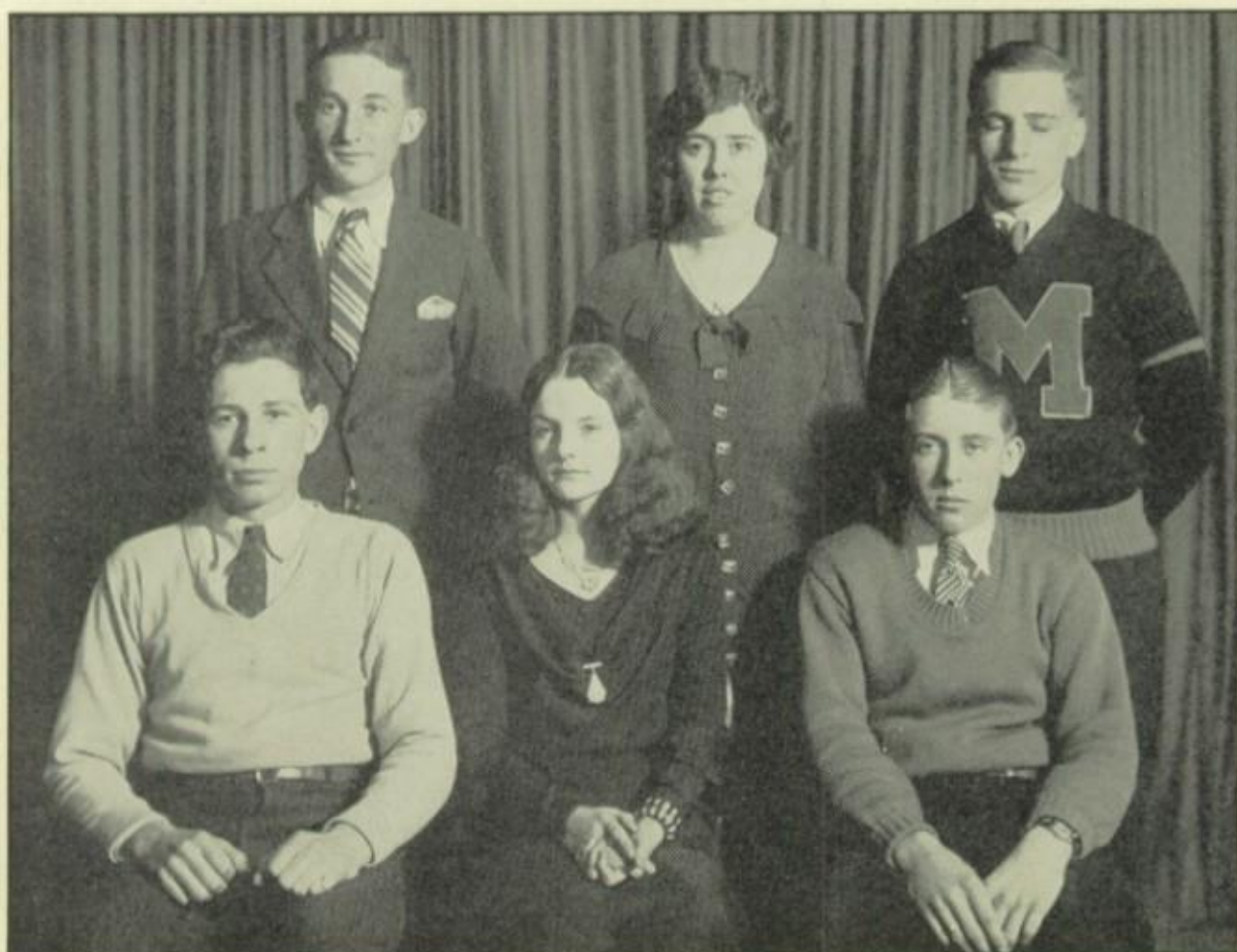
This year our honor roll has been filled with new names that carry on the traditional scholastic standing of 300. A novel manner of spurring us on to greater industry has been the publication of the entire report records, from the highest to the lowest.

Our class roll is as follows:

Arnett, Gertrude,	Gill, Barbara	Pettis, Florence
Austin, Ruth	Goetz, Pearl	*Pintler, Herbert
Ayrault, Robert	Gotts, Eleanor	Pogel, George
Bacon, Homer	Groff, Helen	Pogel, Fred
Bates, Alice	Haak, Marion	Posson, Flora
Bennet, Elaine	Hart, Bernard	Posson, Margaret
*Bernard, Cecelia	Hassall, Grace	*Rich, Vernon
Blackburn, Paul	Hellert, Andrew	Roache, Thelma
Bloomington, Glenn	Hill, Stanley	Rook, Stanley
Bolton, Lilah	Hoyer, Robert	Ross, Mable
Bookey, Margaret	Hoyt, Margaret	Rothwell, Dorothy
Boyd, Harold	Hull, Edward	Ryan, Neil
Boyle, Edna	Ingraham, Raymond	Schilling, Helen
Boyle, Florence	Kendall, Aleta	Shannon, Dorothy
Boyle, Naomi	Kilner, Willington	Shanley, Charles
Brust, Gertrude	Lindke, Milford	Shephard, Ivy
Bush, Christine	Loades, Helen	Shurgour, Esther
*Caldwell, Howard	Mallison, Bertrand	Stillinger, Claire
Capelli, Harriet	McPherson, Gordon	Stocking, Helen
Cardone, Sarah	Mastromonaco, Mary	Suzanne, Harold
Caufield, William	Mix, Albert	Van Auker, Frances
Chamberlin, Florence	Monagle, Leland	Waters, Carlton
Collins, Edna	*Munson, Jack	Welch, Eleanor
*Conley, Robert	Munson, Smith	Wheeler, Verna
Coon, Lloyd	Ostrander, Virginia	Wood, Mildred
*Cromwell, Tom	Pafk, Ethel	Wright, Elsie
Dombroski, Anthony	Parada, Mary	*Zyne, Edward
Dujenski, Bernard	Peacock, Vivian	*Advanced Juniors.
Feller, Edward	Pegelow, Carl	
Gadas, Zygmus	Perry, Richard	



ROOM 303 OFFICERS



Tomski, Miss DeLand, Witkowski
Nagel, Bronson, D. Menke

Room 303 Notes

"The 'Subs' below, Seniors above—
Such is the harsh life we love—
Seniors above and 'Subs' below
Still we bud and leaf and grow
Like little Jack in the old tale
We fight these giants and prevail."

<i>President</i>	JOHN WITKOWSKI
<i>Vice-President</i>	MAX TOMSKI
<i>Secretary</i>	RUTH BRONSON
<i>Treasurer</i>	ROBERT NAGEL
<i>Cheer Leader</i>	RICHARD MENKE
<i>Adviser</i>	MISS DELAND

ALTHOUGH social activities in 303 were limited to a Christmas party, we by no means are a sleepy room. Our wide representation in all the activities of the school is ample proof of this. Football, basketball, Boys' Club, the Dramatic Club play, the operetta, all find some supporters in 303. Were this not sufficient proof, there is our honor roll with Leonard Hales as our star student to uphold our statement.

At Christmas time we were secretly flattered by the many pleasing comments we heard on our beautifully decorated room that to a small degree reflected the exuberant spirits of those within.

To write a history of 303 without mentioning Miss DeLand would be impossible, and she should be given a vote of thanks for her splendid cooperation and service so pleasantly rendered.

MEMBERS

Allport, Francis
 Beach, Glenn
 Bronson, Ruth
 Carson, Paul
 Chick, Frances
 Christy, Alice
 Hales, Leonard
 Hill, Harvey
 Howe, Gordon
 Howes, Paul
 Mackey, William

Marasezk, Julian
 Menke, Richard
 Miles, Doris
 Myhill, Preston
 Nagel, Robert
 Neal, Matie
 Oliver, Eleanor
 Page, Victor
 Parker, Anna
 Prahl, Catherine
 Raymond, Donald

Rook, Francis
 Scarlett, Arthur
 Smith, Margaret
 Smith, Marian
 Slack, James
 Snell, Rhea
 Tomski, Max
 Waterson, Alys
 Witkowski, John

Room 206 Notes

"We are the first, the greenest things of all
 At sight of us the Junior that by us fares
 Put on again his foolish 'grown-up' airs
 Forgetting—'Pride doth go before a fall'."



E, the girls of 206, have just begun the four-year journey to full treehood, and as yet our spirits are still gay.

Early in the year we chose our officers. Those chosen were:

<i>President</i>	MARGARET BROOKS
<i>Vice-President</i>	MARGARET STOCKING
<i>Secretary</i>	RITA JUDD
<i>Treasurer</i>	BERNICE SNELL
<i>Historian</i>	HELEN BENZ
<i>Cheer Leader</i>	ETHEL MALE
<i>Interior Decorator</i>	CLARA BROWN
<i>Advisers</i>	MISS KING, MISS SMITH, MISS LEVIS

During the Christmas season our room was appropriately decorated by our interior decorator and her committee. We were visited by Santa Claus, usually known as Mr. Knepper. Santa distributed the gifts, and our teachers warmed our hearts with ice cream.

We have had a splendid record for honors this year, having from twelve to sixteen names on the honor roll each month. Besides our scholastic ability we have several members of the basketball team among our number.

Under the excellent supervision of Miss King, Miss Smith, and Miss Levis, the following girls have been successfully started in their upward growth:



ROOM 206 OFFICERS



Miss Smith, Miss King, Miss Levis
Pask, Male, Judd, Brooks, Stocking, Snell

Gylda Albright
Bernice Altman
Bessie Amis
June Baehr
Dorothy Bale
Vera Bancroft
Alberta Bateman
Isabella Beales
Lorraine Begole
Helen Benz
Gladys Birch
Mary Bloom
Marian Bogue
Margaret Brooks
Clara Brown
Irene Buckiewicz
Viola Callara
Edith Carpenter
Lorraine Clapp
Gwendolyn Coon
Abigail Cromwell
Marian Fieritz
Laura Mae Fisher
Anna Mae Fox
Dorothy Fox

Marian Fraczczak
Dorothy Green
Pearl Grimes
Thelma Grimes
Ruth Groff
Harriett Haak
Gertrude Hartway
Christine Haylett
Marian Heady
Dorothy Higgins
Eleanor Higgins
Lena Johnston
Rita Judd
Marian Kiebala
Helen Klinke
Louise Krebs
Veronica Kurkoski
Mildred Law
Marguerite Lenhart
Alice McClellan
Ethel Male
Frances Manieski
Margaret Manieski
Helen Montgomery
Cecelia Nayman

Helen Louise Neal
Sarah Ognibene
Marjorie Ostrander
Arlene Pask
Dorothy Pittard
Ruth Poler
Elva Prest
Violet Prest
Minnie Quintern
Helen Ressigue
Marie Reynolds
Alice Skinner
Bernice Snell
Margaret Stocking
Betty Jane Sturgis
Florence Swarthout
Gladys Tinney
Stasia Tuohey
Minnie Van Wie
Ella Mae Voorhees
Dorothy Wall
Bessie Woolston
Martha Zyne



ROOM 207 OFFICERS



Czerwinski, E. Kleinsmith, Perry, McPherson, Gibson
Henner, Miss Hall, Miss Berryman

Room 207 Notes

"We are the first, the greenest things of all
At sight of us the Junior that by us fares,
Puts on again his foolish 'grown-up' airs
Forgetting 'pride doth go before a fall'."

<i>President</i>	JACK HENNER
<i>Vice-President</i>	ALEX MCPHERSON
<i>Historian</i>	ROBERT GIBSON
<i>Secretary and Treasurer</i>	ELWYN KLEINSMITH
<i>Interior Decorator</i>	STANLEY CZERWINSKI
<i>Cheer Leader</i>	ROBERT PERRY
<i>Advisers</i>	MISS HALL, MISS BERRYMAN



ROOM 207 became a bustling center of activity again on September 3, 1930. From registration day to February 1 our membership has included eighty-six Freshman and Sophomore boys. Miss Carol Hall and her assistant, Miss Berryman, have given us the benefit of their expert guidance through such perils as the report cards and program cards have presented. The "old" members also cooperated to teach the new boys "the ropes," so that all difficulties were either

prevented from arising or else quickly settled. Our interior decorator, Stanley Czerwinski, has kept the steadily lengthening honor roll a thing of beauty as well as of inspiration. Although in September the honor roll included but five names, before the close of the first term that number had risen to eleven names, thanks to the supervision and guidance of our teachers.

At Christmas time our room was artistically decorated with crepe paper, bells, tinsel, icicles hanging from evergreen boughs, and the crowning beauty of our lovely tree. Stanley, of course, headed the decorating committee, and his contributions were very original. Our president arranged for our Christmas party. The program included musical selections by Stanley Czerwinski, Edwin Baker, Edward Wall, and Henry Banazwski. Packages were opened and distributed amid much gayety and noise, after which Miss Grant sent the gifts to those less fortunate than we.

MEMBERS

Adams, Hartman
 Allen, Bernard K.
 Allport, Donald
 Arnold, Kenneth
 Baker, Edwin
 Baker, Mervin
 Banazwski, John
 Bannister, John
 Bateman, Ralph
 Beales, Victor
 Benthin, George
 Bookey, Francis
 Bullen, Lester
 Burchell, Edward
 Burgess, Athol
 Bush, Harry
 Byrnes, Joseph
 Campana, Carl
 Canham, Donald
 Capelli, Donn
 Cardone, Francis
 Clark, Edwin
 Czerwinski, Stanley
 Dawson, Kenneth
 Donvito, Joseph
 Ellicott, Robert
 Elwell, Maynard
 Felstead, Herbert
 Gibson, Robert

Goldman, Irving
 Hall, Edward
 Henner, Jack
 Hibbard, Edward
 Hill, Howard
 Houseman, Leo
 Howard, Donald
 Hoyer, Robert
 Hubbard, Richard
 Iorio, Albert
 Johns, Robert
 Judd, Howard
 Kendall, Herbert
 Kleinsmith, Elwyn
 Knapp, Warren
 Knights, William
 Loades, James
 Lovell, Sidney
 Mahnke, Bernard
 Malinoski, Francis
 Martin, Sandy
 Massar, Joseph
 McPherson, Alex
 Mix, Newell
 Monagan, Gerald
 Morgott, Charles
 Morien, Joseph
 Muchow, Robert
 Nudd, Edward

Page, Wallace
 Pahura, Andrew
 Perry, Robert
 Posson, Karl
 Reah, Harold
 Reil, George
 Root, Norman
 Rumble, Rolon
 Sanderson, Robert
 Seekins, Forest
 Sheldon, Tom
 Shimmel, John
 Siderwicz, Joseph
 Simsik, Edward
 Slack, Edward
 Slack, Howard
 Stacey, Harold
 Thaine, William
 Thaxter, Burl
 Vincent, Erwin
 Vincent, Joseph
 Wall, Edward
 Ward, Wayne
 Watson, William
 Winter, Allen
 Woodside, Stanley
 Woolston, Harry





Athletics

“The laurels, meed of mightie conquerors.”



FOOTBALL SQUAD



Penny, Goldman, Woodside, Pintler
 Coach Knepper, D. Menke, Ayrault, E. Slack, Zyne, Raymond, Tomski
 Beache, Pahura, Witkowski, Montgomery, Caulfield, R. Menke, Monagan, Chick

Football



In spite of the fact that M. H. S.'s first football battles ended in defeat, the 1930 season turned out to be a success. With Tom Cromwell as captain and Mr. Knepper as coach to train our men the "bad beginning makes a good ending" theory was demonstrated. Everyone worked hard, and the final game at Albion was sufficient proof that it had NOT been in vain, for we defeated our old rivals with a score of 6 to 0 on THEIR FIELD.

The football schedule was as follows:

	M. H. S.	Opponents
Sept. 27—Batavia (there)	6	19
Oct. 11—Niagara Falls (there)	0	12
Oct. 18—Depew (here)	6	0
Oct. 25—North Tonawanda (there)	0	45
Nov. 1—Lockport (here)	25	0
Nov. 8—Warsaw (there)	13	0
Nov. 27—ALBION (THERE)	6	0

BOYS' BASKETBALL SQUAD



Coach Knepper, Witkowski, Howe, Ayrault, Kendall, Capelli, Cardonne
Marasezk, Menke, Hamann, Curvin (Capt.), Alderson, Iorio, Morien

Basketball

THE basketball season this year has been especially good in spite of the numerous defeats our team has suffered. Starting with a very inexperienced group of players, the team promises a great deal for next year's successes. There were only one or two men this year who had seen "active service" before. This was a great drawback, but it was gradually overcome. Another deficiency that had to be overcome with time was our size. Most of our varsity players had not the required physical development to compete successfully with other teams.

There were many "good" games from a technical standpoint although the score board showed the victory in the hands of the opposing team.

	M. H. S.	Opponents
Dec. 12—Lockport (here)	21	33
Dec. 19—Waterport (here)	38	9
Jan. 10—Holley (there)	13	34
Jan. 14—Holley Scouts (there)	16	21
Jan. 16—Kendall (here)	23	21



GIRLS' BASKETBALL SQUAD



F. Posson, Miss Baldwin
Nagel, Bates, Sechowski, Arnett, Hise
Shannon, Montgomery, Parada, Kendall, Zyne, Bush
Stocking, Bateman, M. Posson

Girls' Athletics

TRUE to their sex, the girls of Medina High School are not to be left out in any worthwhile enterprise. In the athletic field they again this year proved their ability to represent M. H. S. With an entire list of games in which they were undefeated, the Girls' Basketball Team has added another feather to our school's cap of glory.

Under Miss Baldwin's unceasing help and guidance the following girls helped make a winning team:

VARSITY

Center Forward	Flora Posson, Captain
Right Forward	Alice Bates, Manager
Left Forward	Pauline Hise
Center Guard	Margaret Posson
Right Guard	Dorothy Sechowski
Left Guard	Gertrude Arnett

Substitutions were: Alberta Bateman, Margaret Stocking, and Jane Nagel.

A reserve team was also formed that fought its way to numerous victories. This team included: Christine Bush, captain; Dorothy Shannon, manager; Martha Zyne, Esther Shurgour, Mary Parada, Aleta Kendall, and Helen Montgomery.

Besides basketball there have been soccer games after school and also a Girls' Gym Team. This was, however, discontinued during the basketball season.

The score for the basketball season was:

	M. H. S.	Opp.
Jan. 10—Medina vs. Holley (there)	50	16
Jan. 17—Medina vs. Batavia (there)	53	5
Jan. 23—Medina vs. Waterport (there)	51	18
Jan. 27—Medina vs. Lockport (there)	46	14
Feb. 6—Medina vs. Warsaw (there)	31	20
Feb. 12—Medina vs. Holley (here)	55	14
Feb. 21—Medina vs. Oakfield (there)	35	28
Mar. 6—Medina vs. Oakfield (here)	24	5
Mar. 7—Medina vs. Middleport (here)	30	19
Mar. 13—Medina vs. Lockport (here)	46	14
Mar. 27—Medina vs. Middleport (there)	16	14

Boys' Basketball Notes continued from page 63

Jan. 23—Waterport (there)	25	9
Jan. 30—Akron (here)	38	7
Feb. 6—Warsaw (there)	15	30
Feb. 12—Holley (here)	16	21
Feb. 21—Oakfield (there)	17	34
Feb. 25—Akron (there)	30	9
Mar. 8—Oakfield (here)	19	38

The varsity squad was:

Left Guard—Winthrop Curvin, (Capt.); Left Forward—Albert Iorio; Center—Frederick Alderson; Right Forward—Joseph Morien; Right Guard—John Witouski.

Those playing on the second team were: Cecil Hamann, Dick Menke, Julien Maraszek, Jack Munson, Herbert Kendall, Robert Ayrault, Francis Cardone, Donn Capelli, Arthur Scarlett, Edward Zyne, and Andrew Pahura.
—Howard Caufield

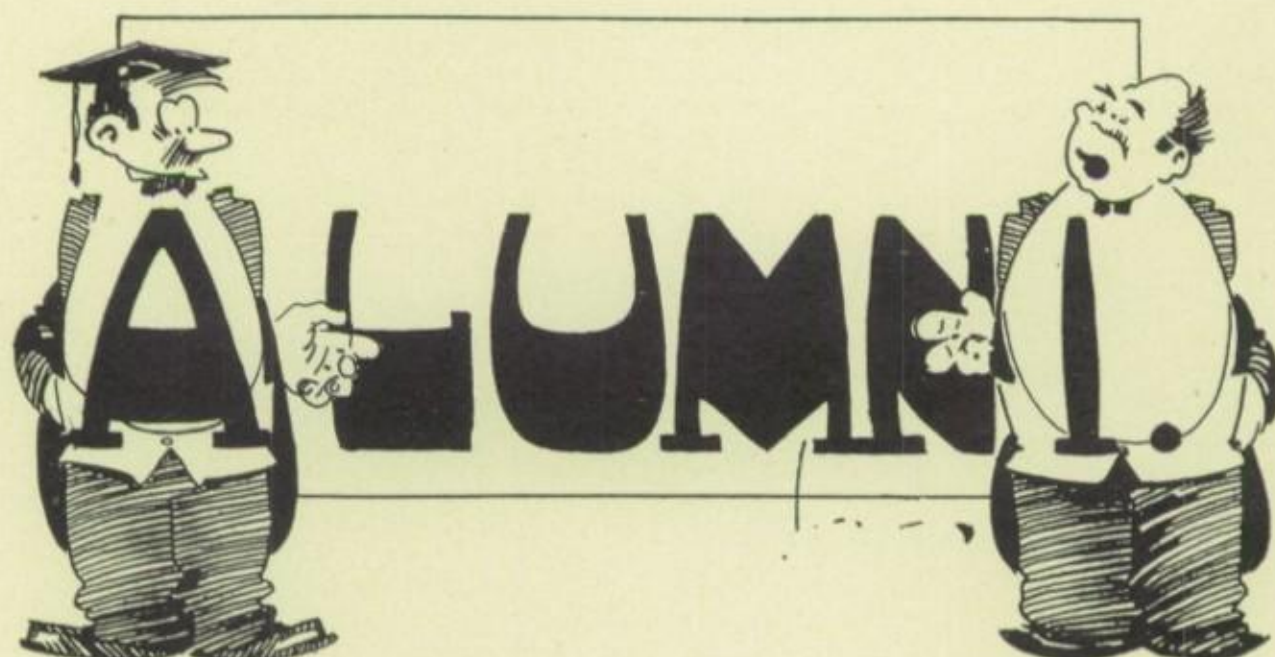
Baseball—1931

The games this year have been with those teams we have called rivals for many years. Albion, Lockport, Batavia, Brockport, DeVeaux, and Middleport will send their teams here to play us. We can't, however, win many games without the support of the students.



Alumni

“So let our planting ever be,
Something in store for a future year.”



Alumni Notes

"Amid them stood the tree of life,
 High eminent, blooming ambrosial fruit of vegetable gold."
 —Milton

SO ALL the Seniors of Medina High School have been told. The tree of life, right in their midst, was awaiting them—anxious that they should climb its branches to varied degrees of success. Some have reached the top, others are still struggling to overcome the leafs and twigs obstructing their climb. Each year sees more height conquered and more blue sky above. See how far our Alumni have gone!

CLASS OF 1927

Bloomfield, Kenneth	Rochester	Laughlin, Gertrude.....	Medina
Blount, Herbert..	Rochester Business Ins.	Maxon, Charlotte	Medina
Colman, Alice.....	Brockport Normal	Meyer, Helen.....	Niagara Falls
Coon, Alice	Married	Misener, Clifford	Rochester
Darrone, Anita.....	Syracuse University	Neff, Ruth.....	Brockport Normal
Darrone, Helen...	University N. Carolina	Page, Harold	Medina
Gallagher, Margaret.....	Medina	Pask, Claude	Medina
Garbarino, Catherine	Middleport	Phillips, Monica.....	Brockport Normal
Garrett, Norman.....	University of Pa.	Rich, Wallace	Medina
Goodwin, Ruth.....	New York City	Schrader, Arthur..	Teaching near Medina
Gregory, Mary.....	Buffalo Normal	Slack, Ronald.....	Notre Dame
Grinnell, Catherine	Medina	Smith, Bradley	Medina
Hellwig, Henrietta...	Syracuse University	Stocking, Kathryn	Married
Hill, Wilbur.....	Medina	Swan, Naomi.....	Died 1926
Hoffman, Cecelia.....	Rochester	Temple, Vivian	Rochester
House, Courtman.....	Rochester	Thurston, James	Medina
Kiebala, Leopold.....	Medina	Wheeler, Rolland	Buffalo
Kruger, Harold..	University of Rochester		

CLASS OF 1928

Ball, Leona	Albion	Lee, Dorothy.....	Cornell University
Boyd, Mary	Medina	Mackey, Louise.....	Syracuse University
Boyd, Robert.....	University of Pa.	Martin, Alice	Teaching
Brazzell, Bertha....	Roch. School of Com.	McNamara, Teresa....	Brockport Normal
Brown, Elizabeth	Medina	Monacell, Flory.....	Bryant Stratton
Caufield, Aneita	Married	O'Donnell, Louise..	St. Mary of the Woods
Cielewich, Bernice.....	Bryant Stratton	Phillips, Margaret....	Brockport Normal
Chapman, Kenneth...	Univ. of Rochester	Pittard, Francis	Medina
Cooke, Charles.....	Mechanics Institute	Poler, Christine	Skidmore
Ccooper, Hartwell...	University of Buffalo	Rook, George	Medina
Curvin, Johnathan....	Cornell University	Sanderson, Elva	Married
Freeman, Kendall	Medina	Schrader, Herbert	Medina
Gallagher, Mary.....	Trinity College	Servoss, Homer	Canisius
Gotts, Raymond	Buffalo	Shannon, Margaret	Medina
Greene, Leila	Lockport	Short, Harold	Medina
Haak, Helen.....	Syracuse Hospital	Standish, Wilma	Medina
Hill, Gladys.....	Syracuse University	Stork, Raymond	Medina
Humphrey, Lee.....	Cornell University	Shurgour, Marian...	Millard Fill. Hospital
Jutkiewicz, Clemence..	Rens. Polytechnic	Van Auker, Mary.....	Married
Krause, Margaret	Medina	Ward, Thelma	Teaching
Krebs, Helen.....	Cornell University	White, Hubbard.....	University of Boston

CLASS OF 1929

Allen, Sidney..	Millard Fillmore Hospital	Hill, Truman.....	Mechanics' Institute
Axtell, Violet	Married	Mallison, Delmont	Binghamton
Bancroft, Marjorie.....	Potsdam Normal	McDonald, Willis....	Mechanics' Institute
Beach, Gladys.....	University of Buffalo	Moore, John.....	Bryant Stratton
Bernard, Julia, ...	Buffalo	Munson, Barbara..	Catherine Gibbs School
Blackburn, Will	Cornell	Munson, Marcia.....	Trinity College
Brooks, Parl.....	Niagara Falls	Peters, Marjorie	Barker
Broughton, Gertrude.....	Miami Univ.	Pettit, Jean	Barker
Brown, Helen.....	Bryant Stratton	Powley, Doris	Buffalo
Byrnes, Dorothy....	Lockport Bus. School	Preston, Dorothy	Barker
Cain, Dorothy	Medina	Raymond, Ethel	Medina
Carey, Madeline	Buffalo	Ross, Adrian	Medina
Cromwell, Eleanor....	Millard Fill. Hosp.	Sanborn, Alice	Medina
Dillon, Clyde	Medina	Servoss, Spencer	Canisius
Donvito, Anthony	Medina	Shattuck, Margaret	Geneseo
Dujenski, Gertrude	Medina	Slack, Mary	Medina
Ebeling, Ruth.....	Lockport Bus. School	Smith, Bernice	Medina
Elson, Edna	Knowlesville	Spiller, Anna	Medina
Ennis, Ellen.....	New Rochelle	Suhalla, Kathryn	Medina
Fuller, Mary	Medina	Thaxter, Leona....	Orleans Bus. Institute
Garbarino, Francis	Rochester	Troskuski, Chrysteen	Rochester
Gratrick, Marian..	Albany Teach. College	VanAuker, Frances	Barker
Green, Elsie.....	Medina High School	Waters, Sybil.....	Orleans Bus. Institute
Hales, Edwin	Cornell	Wheeler, Harry	Medina
Hawley, George	Medina	Winter, Florence	Barker
Higgins, Anna Mae....	Brockport Normal		

CLASS OF 1930

Axtell, Marion	Knowlesville	MacDonald, Gladys..	Rochester Bus. Inst.
Boyle, Milford	Medina	Maloney, Genieve	Medina
Bundock, Donald..	Bryant-Stratton College	McClellan, Regina	Medina
Burchell, Harris....	Syracuse University	Menke, Robert	Medina
Caldwell, Carl.....	Hobart College	Morgan, Mary	Medina
Caldwell, Richard...	Medina High School	Nagel, Jane.....	Medina High School
Chubbuck, Marion....	Brockport Normal	Pickett, Ida.....	Rochester Bus. Institute
Condon, Anna	Medina	Robinson, Louise..	Brockport State Normal
Condon, John.....	Cornell University	Rumsey, Elizabeth....	Maryland College
Cook, Ruth	Medina	Shurgour, Dorothy	Medina
Cooper, Kenneth.....	Boston Teck	Slack, Robert.....	Notre Dame College
Cornell, Lillian	Medina	Smeltzer, John.....	Rochester University
Crockett, Annie	Medina	Squire, Stanley.....	Mechanics Institute
Dutcher, Bernard	Medina	Stocking, Edna....	Genesee Wesleyan Sem.
Findlay, Betty.....	Toronto University	Tinney, Viola	Medina
Garrett, Lorraine..	Cortland State Normal	Tillman, Donald....	Columbia University
Gottovi, Arline	Medina	Tousey, Robert....	Medina High School
Gratrick, Wilford....	Michigan State	Vincent, Kathryn.....	Pittsfield, Mass.
Grinnell, Milford....	Syracuse University	James, Ellis.....	Rochester University
Heady, Helen	Medina	White, Veronica	Medina
Joy, Grace	Knowlesville	Lyster, Bernard	Medina
Lindke, Annabel....	Syracuse University	Snyder, Harold	Medina





Features

“The trees held conference among themselves;
We heard their silvery laughter at the joking of the elves.”

FEATURES





Cramming



O BE, comma—no, colon— or not to be, colon. Oh dear! Do you suppose we'll have a quotation?"

"I don't know, but when *was* the Reformation? Miss Ames said we'd certainly have a question on that. These exams! I'm a nervous wreck when they're over, aren't you?"

"I'll say! But I surely am glad that I have Thursday morning free. I can study up on that Physics. I never have learned how to draw an electric bell or a galvanometer either, and there are about twenty rules I've simply *got* to learn! Oh hum, it's an awful life!"

The two speakers passed out of earshot, and I was left to my reflections. After all, why cram? Is there any good to be gained from it? In the first place, it is a bad habit to acquire. One reaches a point where he says, "Oh, I'll look that up before the exam."

In the second place, cramming is most unnerving. One repeats facts in a monotone and chants poetry until, when the fatal moment has at last arrived, it is impossible to distinguish between facts of which one is certain and those learned on the spur of the moment. To quote one of our teachers:

"Anyone can cram enough to pass a subject the next day with a fair mark, but who will remember the next year, or even the next week, what one has learned for a day?"

Furthermore, the student who crams is probably not so well liked by his teachers, for they, too, enjoy the comfortable feeling that there is no need for anxiety about a student. If the pupil prepares his lessons faithfully each day and accomplishes the allotted task, the teachers will find it a pleasure to work with him.

Having thus conscientiously fulfilled all these requirements, it will be possible to dispense with the "burning of the midnight oil."

"Having done my labor and earned my wage and played the game for fair."

—Mildred Wood

One Noon-Hour



UCH! Stop! Stop pulling my hair! Oh, please! Leave my vanity case alone. Help me, someone! Ouch! Catch him!"

Whence these blood-curdling cries you ask? With reluctance I confess they came from the *Seniors'* reception room, 306. Here, for one brief hour, studies forgotten, all indulge in a fleeting visit to childhood. Jokes, stories, wails, laughter fill the air and echo far down the hall.

"Who has been in my desk? Oh, where is my English book? I simply must do my lesson!" An exciting chase follows—over seats, over chairs, over some poor innocent's feet. Shouts ring far down the

hall. The book is almost recovered when suddenly there appears in the door a stern, incensed figure.

"Less noise, please. Why can't you be more quiet? If you want to shout there's plenty of room out of doors."

Peace reigns. The calm (?) is broken with a scream as the mischievous culprit (for the sake of convenience we'll call him—Johnny) scatters a shower of ice cream cone crumbs down the tormented girl's back. After many exclamations intended to mend his ways, she, exasperated, resumes her seat.

There is a momentary lull until two gallant knights dash in, armed with yardsticks, and dart all over the room. The combat ends in a mad chase around the room and convulsive fits of laughter.

In the midst of all this confusion, our home room teacher slips quietly upon the scene. To our seats we immediately retire, and the culprits dash from the room. Studies are resumed and another thrilling episode of 306's dramatic noon hour goes down in history.

—Ruth Gill

Chemistry Lab

 H, WHAT an awful smell! Whew! Where *did* you get those ancient eggs? What in the world have they to do with the noble science of chemistry?"

"Wait, wait, my boy! Your ignorance is astounding. To think you would ask such a question. Have you never delved into the mysteries of chemistry? Let me enlighten you. Just at present we are making hydrogen sulphide, the chemical term for what you call a "smell." As for its relation to eggs it is due to—" and the speaker plunged into a mass of chemical details that left the uninitiated one floundering in a sea of doubt.

To those of us, however, who inhabit this sanctum every Monday and Wednesday afternoon, all these proceedings are perfectly clear. Our noses have long since become accustomed to the varied "smells" that issue forth.

The monotony of this existence never endures long for someone (in most cases a girl) does something to "liven things up." Escapades such as these include: slight (?) explosions (taken very calmly in the most part), being overcome by chlorine, or causing a mild panic by letting a poisonous gas escape.

And yet it is said that the true artist works on and on quite oblivious to interruptions. Even so is this the case with us, for we struggle on not allowing these interruptions to disturb the "even tenor of our way."

—Aleta Kendall

“Oh, Mr. Dutcher—”

A PATIENT figure tramped up the hall. One hand held an electric bulb, the other a lengthy ladder, but his face had a look of long-suffering patience.

Half-way to his destination a clamour came from behind. Turning with some difficulty, the toiler was confronted with a small boy.

“Oh, Mr. Dutcher, I’ve lost my locker key. Will you open it for me? It’s down on first floor.”

With a patient sigh the one addressed set down his burden and trudged off after the insistent youngster. This task accomplished, he again began the ascent of three flights of stairs only to be halted by a feminine wail.

“Oh, Mr. Dutcher, have you seen Miss Hall?”

Having replied in the negative, our harassed hero again took up his march. This time he succeeded in reaching his ladder safely. Shouldering his burden, he was about to continue when—

“Oh, Mr. Dutcher, Miss Ames can’t fix the scenery. Can you come down and help us?”

Down, down, down to the auditorium. Then five minutes of agonized wonder as the scenery swayed to and fro, undecided whether to stand or fall. Final success and then, with one foot on the first step of the stairs—

“Oh, Mr. Dutcher, is there any yellow paper?”

A trip to the stock room and then again he gained the semi-security of his ladder. This time all seemed well. He gathered up his ladder and electric bulb, advanced one foot, then another. Truly success seemed to be his! But alas! With the ladder half-way through the door there came a cry—

“Oh, Mr. Dutcher, we want to see the old cuts for the ‘Mirror.’ Will you unlock the door for us?”

Five minutes of peace ensued, and the ladder had been firmly placed, and mounted when—

“Oh, Mr. Dutcher, the study hall door is locked, and my books are all in there! Will you open it for me?”

So the day goes, and as at last the weary man sinks into bed he hears, at the doors of dreamland, a cry—

“Oh, Mr. Dutcher—”

—Mary Kerr



"If He Eats Everything Set Before Him, He Seldom Knows What He is Eating"—R. Quillen

THEN a caller persists in telling you something you already know, only long training in good manners enables you to conceal your boredom. When a book tells you something you already know, you nod your head in approval and say, "How true that is!"

A large per cent of the people in this world do this very thing. It may be pleasing to one's vanity to have an author's opinion coincide with his own, but it certainly is of no more value to him than to smile approval at his own image in a mirror.

Yet he will not accustom his mind to an author who invites him to examine a new idea or challenges his faith. He throws the book across the room and calls it "Bunk!" Thus he throws away his only advantage over the illiterate, for the illiterate can review the thoughts to which he is accustomed, without a bit of eye strain.

There are two groups of readers, those who wish to escape boredom and those who wish to acquire wisdom. The first group reads without hope of remembering, which perhaps is well, for the material read is oftentimes not worth remembering. The latter group—those who read with the idea of "improving their minds"—sometimes fail in their end, for they regard themselves as bags to be filled rather than fields to be cultivated.

According to Robert Quillen, the writer who gives him the return on his investment is the one with whom he never agrees. He reads him because he awakes so adroitly a spirit of antagonism by his defense of what, to the reader, is wrong.

The thinking reader is the one an author covets. He feels complimented when he has made one think. If the writer hasn't made the reader think, he probably hasn't done much thinking himself, or else his thinking is to suffice for both—in which case one should stop reading and begin to think for himself!

—Ruth Bronson

Fire Drills

IN THE study hall Johnny (we call him this for lack of a better name) was engrossed in his studies. There was history to do, French to translate, and algebra to be conquered before he dared enter the somewhat subdued sports that were going on about him.

Quite regardless of the fact that a teacher was trying to maintain a rigid discipline, notes found their way stealthily about, and even candy disappeared in a most astonishing manner. But Johnny was oblivious to all this. What were the seven, or was it five, provisions of the Inter-

state Commerce Act, and was the past participle of "jeter" "jetté" or "jeté"?

Suddenly upon the rising din a mandate from the front of the room brought about temporary peace. But alas! It was not to endure for long, for just as poor Johnny was conning over the rules for distinguishing the discriminant of a root, a terrible noise smote his ear and a sibilant "Fire!" beside him awakened him fully to the fact that here was another one of *those* fire drills!

To the others this came as a blessed relief, but Johnny felt his heart sink as he thought of the deficiencies so apparent in his store of knowledge.

"Why can't they have those fire drills when a fellow hasn't anything else to do?" he mumbled angrily.

Outside, the warm spring air was as wine to the spirit, but Johnny could see nothing in the surrounding view that offered any relief from the sentence that was sure to fall—"After school tonight."

At last the drill was over, and Johnny scuffed back to his seat quite out of sorts with everyone, even himself.

"I hate those silly old fire drills," he muttered wrathfully not caring to notice that the entire procedure had taken only four or five minutes.

"There's so much good in the worst of us,
 And so much bad in the best of us."

And even so may it be said of fire drills. After all, can you beat some of the queer ideas of students?

—Donald Labigan

Popular Songs

"The Lost Chord"	The Band
"The Lost (dis) Chord"	Orchestra
"Where Can You Be"	Gylde Albright
"Do You Want to Take a Walk?"	?
"The Little Things in Life"	Donald Labigan
"Crying Myself to Sleep"	Our Associate Editor-in-Chief
"Lonesome Lover"	Mable Ross
"They Satisfy"	History C Classes
"It's a Lonesome Old Town When You're Not Around"	Katherine Gaze
"The Peanut Vendor"	"Juddy" Gilbert
"Lady, Play Your Mandolin"	Thelma Gould
"Little Spanish Dancer"	Bernard Chick
"Blue Again"	Our Editor-in-Chief
"You're the One I Care For"	"Dicky" Caldwell
"Two of a Kind"	"Dicky" and "Ducky"
"I've Got Five Dollars"	?

Who's Who!

Name	Call Letters	Appearance	Favorite Pastime	Probable Life Work
Frederic Alderson	"Freddie"	Anything but dexterous	Playing hockey	Radio announcer
Albert Iorio	"Nick"	Extraneous	Eating beans	Assistant basketball coach
Walter Sechowski	"Walt"	Concentrated	Playing the piano	Moving pianos
Jack Bundock	"Pee-wee"	Miniature	Pestering someone	All-round athlete
Pauline Hise	"Hisey"	Confused	Promenading with a certain Junior	Cabaret dancer
Judson Gilbert	"Juddy"	Militaire	Dating almost anyone	No outlook
Jack Munson	"Jack"	Supercilious	Going to Rochester	Beauty specialist
Lillian Spiller	"Lilly"	Punctual	Celebrating holidays	Mathematics teacher
Flora Posson	"Flo"	Robust	Gamboling on the mats	Professor of economics
Florence Chamberlin	"Flossie"	Abstracted	Talking French	Stump speaker

Those Good Old Confections

"Luckies"	.....	The Football Team
"Butterfinger"	.....	Boys' Basketball Team
"Milky Way"	.....	"Fat" Waters
"Tasteyeast"	.....	Barney Hart
"Candy Kisses"	.....	"Flossie" Chamberlin
"Henry George"	.....	"Walt" Sechowski
"Baby Ruth"	.....	Ruth Bronson
"Jelly Beans"	.....	"Nick" Iorio
"Date Bar"	.....	"Bert" Mallison
"Love's Fudge"	.....	Doris Miles

Neither Did You Ever See—

Miss Ames whispering?
 Mr. Martin "sans un livre"?
 Miss Hall chewing gum?
 Mr. Knepper "steve" one?
 Mrs. Pray talking in the hall?
 Mr. Dutcher (when needed)?
 "Art" Gilbert make a touchdown?
 "Lilly" Spiller caught in a trap?
 Ruth Gill knowing her History C?

"Bert" Mallison at a Boys' Club Supper?
 Bernadine Parker out at Millville?
 Irmgard Hellwig sell a ticket?
 Pauline Hise without "That Schoolgirl (?) Complexion"?
 "Zeke" Hamann studying "Caesar in Gaul"?
 Miss DeLand teaching typewriting?
 Yourself as others see you?

Did You Say Poetry?

"Highland Mary" Mary Kerr
 "Footsteps of Angels" Arthur Foreman
 "The Rover" Howard Caufield
 "The Musical Instrument" Harry Christy
 "The Skeleton in Armor" Francis O'Donnell
 "The Victim" Smith Munson
 "The Nightingale Unheard" "Tom" Mix
 "Waiting" Katherine Gaze
 "The Fiddler's Farewell" Karl Schultz
 "The Mouse Trap" Lillian Spiller
 "The Last Battle" June exams
 "A Man's a Man" Donald Labigan
 "The Complaint to his Empty Purse" Joe Morien

Those Dramatic Club Tickets


 CCORDING to tradition the Senior Class sold tickets for the Dramatic Club play. About two weeks before the great debut of "Dulcy" fifteen tickets were presented to every Senior. Teams were organized to encourage the selling of the tickets, but to most appearances the Seniors felt that they must retain possession of those prized objects as long as possible (probably because of their great timidity in asking people to buy them). You know those Seniors. Timid? Oh, very much so!

Every day the president would urge the Seniors on in vain. Behind her back would rise surly mutterings as "I can't possibly sell those tickets. I've canvassed the whole street and sold two tickets. It's positively terrible."

Alas! The reckoning day came when everyone had to report the number of tickets he had sold. Such excuses and sheepish faces as were exhibited. Some (a very few) gave a praiseworthy account of their salesmanship ability, while others muttered deeply in their throats "None sold."



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Now green in youth, now withering on the ground;
Another race the following spring supplies;
They fall successive, and successive rise.”

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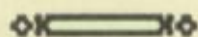
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Plants a hope.
Rootlets up through fibers blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clods of time
Unto heavens sublime
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree
Plants a joy,
Plants a comfort that will never cloy;
Every day a fresh reality,
Beautiful and strong
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee!

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